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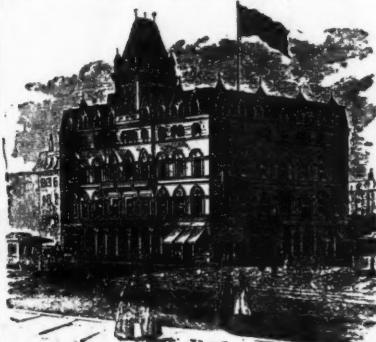
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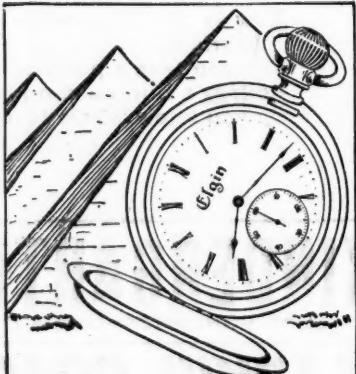
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A Weekly Journal of Education.

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## Worse than Wasting Time.

Some time since, an educational periodical was opened, and a long article appeared, entitled, "How to Teach Prepositions." The teacher held a box in her hand and put in a marble, and, shaking the box, said, "Where is the marble?" The pupils, being endowed with the use of their senses, and possessing the use of the English language, naturally replied, "In the box." The teacher said, "'In' is a preposition." This was a class in the primary school. Now, this brings up the question, Should children learn about prepositions? We will admit the method was ingenious. But what use could those children make of the fact that "in" is a preposition? All will agree that they could find none, except that some supervisor built on ancient lines might ask, "What is a preposition?" There are a goodly number of these people still wandering about, and asking conundrums; one of these came to my school years ago and proceeded to question the children on the matter contained in the preface of the spelling book; of course they could not answer him.

How much there is taught or attempted to be taught that ought not to be! We are still in the strong grip of the past. The hold of the grammar teachers had to be forced off with dynamite. When it was proposed to abolish this study in the grammar schools in New York city, the teachers plaintively said, "What shall we do to fill up the time?" When it was proposed to put in manual training, they said, "We have no time!" Oh, education, how many sins have been committed in thy name!

Listen to Dr. Johnson, who was a teacher and a thinker on teaching (the two are not always combined): "To make children prematurely wise is useless labor. Suppose they have more knowledge at five or six years of age than other children, what use could be made of it? It will be lost before it is needed."



## The Teachers' Club.

### I. Cultivation of the Habit of Attention.

By Robert Bruce, New York.

The Teachers' Club was suggested by the principal, and took form and was maintained thruout the last scholastic year by virtue of the sincere and enthusiastic co-operation of the dozen or more teachers of a well-known high school and academy in central New York. It proved itself to be something quite distinct from the usual gatherings of teachers, in that it concerned itself, not with the discussions of the theory and practice of

teaching, not with the problems of school life, or the management of pupils alone, but, primarily, with certain topics considered for the benefit of the participants themselves with, of course, keen and appropriate relationships to human life and pedagogics. The gatherings were held about once each week without interruption, usually on a stated afternoon, and soon formalities were dispensed with, and all mingled in the personal council with the utmost freedom, in the spirit of wholesome recreation. Topics were suggested by the principal or by any of the teachers, and discussions began upon the moment of suggestion, without previous preparation, as a test of and cultivation for readiness. As a result of these meetings, the spirit of comradery and mutual helpfulness among the instructors was quickened, and the Teachers' Club became one of the best influences in the school behind whose scenes it existed.

#### THE NEED OF CONCENTRATED EFFORT.

"I have been thinking of the relationships of attention to life and learning," began the principal at one of the earliest meetings of the club. "High upon the list of those qualities which are essentials of success in any vocation or avocation, I would place this faculty, the term embracing in its meaning the habit of exercising it on one's own part, and the power of commanding it from others. Attention has been called 'the root of success,' and I think most properly so, for nothing develops to any profitable end without care being bestowed upon it, and concentrated mental effort given it. A great man once gave this apparently ambiguous maxim to his children, 'If you cannot be great in this world, pay attention.' The first boy went away for a day, and when he came home he had procured a position in a mercantile establishment.

"How did you get it?" asked his father.

"Well, I remembered to pay attention, and I saw the men look at my hat when it was on my head, so I took it off and put it under my arm."

"What then, my son?"

"The man said, 'Right my boy,' and hired me."

"So you were repaid for being attentive and polite," said the father of the boy with evident satisfaction.

#### GROWING BY ATTENTION.

"Lowell calls attention 'the stuff of which memory is made.' The large things of life need hardly more caring for than the little things. We grow and improve by paying attention to the happenings of life, to the habits and manners of others. Of 'Leeby,' a character in 'A Window of Thrums,' one of her friends said: 'It's a pity that she cannot make use of her eyes, if not of her tongue,' and they rated her as not seeing or hear-

ing what was going on about her. Yet, she was the only one of them all who observed that there was 'nae carpet below the wax cloth,' in the manse; 'juist a poker in the fireplace—nae tangs.' And of the new minister's wife: 'She wears her hair low on the left side to hide a scar, and there's two warts on her right hand.' She had at least paid attention to the details of her surroundings, and her mind was full of mental notes."

#### THE HABIT OF FIXED ATTENTION.

"Close attention is very much a matter of habit; it is a habit which should be diligently cultivated," replied the vice-principal. "Take, for instance the habit of the mind in reading. One law student has a general idea that he has seen a case reported somewhere, in which he rather believes a certain point arose—he is not quite sure of that—which was decided one way or another, he don't remember which. Another student who had the same book in his hand for the same length of time, remembers what report it was in, the number of the volume, the name of the case, the names of the counsel, the points that came up, the views of the different judges, if there was any conflict of opinion among them, and precisely what the decision was. He even remembers what part of the book, the very number of the page where it is to be found. In his mind's eye he can see the lines, the words, the letters. He has the habit of fixed attention, which not only students, but all men of the world, should aim to acquire."

#### DEGREES OF THOUGHT AND ATTENTION.

"The opposite extreme of loose reading and listening is illustrated by some very amusing anecdotes. One is of a man who said he had recently read in some paper, he couldn't remember just where it was, of a man named Johnson—he believed the name was Johnson—who had raised a thousand barrels of potatoes to the acre—he believed it was barrels, altho it might possibly have been bushels; he was quite sure it was potatoes, perhaps it was apples, after all; it seemed a good deal for an acre; he might have been mistaken about that—really it was impossible; it must have been more than one acre. Too many people rush about, half conscious of what they are doing, and incompletely remembering what they have done. Such should judiciously cultivate the habit of keeping wide awake, and of fixing the attention closely upon the thought or work in hand, forming a hold for the memory to cling to in after time. Different grades of reading, for instance, require different degrees of thought and attention. The writer of a short, light story does all the work, and asks nothing of his reader, save a little idle time; but Bacon, Plato, or Shakespeare do not associate with men on such easy terms. They silently pay one the compliment of asking him to think with them; they put him on a certain equality with themselves by assuming that he can see what they see, and follow where they lead. And there is no surer test of the depth and reality of a thought than its power to set the mind in action; to stimulate the thought of others. It is by this process that the greatest works of art effect such a liberation of the mind from the limitations of individual experience, conditions, and temperament. They compel us, not only to admire, but to assimilate the truth which they present under a great variety of forms. One may see a play of Shakespeare simply as a pageant, and go away without any enrichment of his nature; but one cannot read a play seriously and intelligently without receiving a certain amount of education from it; because, in order to understand it, the reader has been compelled to follow Shakespeare's thought, and to co-operate with the dramatist in producing the total impression which the play was intended to make."

#### GOOD LISTENING.

"The attitude of a good listener is always peculiarly pleasing and attractive," interposed the teacher of the

classics. "It instinctively challenges attention to itself, and is well worth the trouble to acquire. Perhaps you have seen a pretty piece of statuary called 'Listening.' It represents a graceful girl standing on a pedestal with one hand to her ear, and an eager look on her bright face, as if she were receiving some pleasant message. One of the most exquisite pieces of sculpture at the World's Fair was that of a young girl holding a telephone tube to her right ear, while her left hand was extended, as if to command silence. In a story entitled 'An Experiment in Listening,' a young girl, mourning over the lack of any special gifts or accomplishments, wins hosts of friends by patient, sympathetic attention to their conversation. Some one sarcastically describes tiresome people as 'those who talk about themselves when you want to be talking about yourself.' Certainly there is room for the exercise of a great deal of kindness and sympathy in the direction of patient attention to the talk of people in whom you are not especially interested. Many people are attentive only to their own talk, and look bored when others are talking."

#### THE WISDOM OF SILENCE.

"There is another side to the matter. A good listener will learn many things of importance, and acquire the excellent habit of fixing the attention, without which there isn't much real knowledge to be gained from the reading of books or the association with people. The late Count Ferdinand de Lesseps some years ago told a friend of a graphic instance of the power of listening. The mistress of a certain salon had invited a wealthy man to her reception, who was interested almost solely in the growth and culture of the oyster. Now, all that madam knew about the oyster was that the little bivalve was decidedly palatable. The man came, and when he departed, expressed himself as being charmed with his evening's entertainment. Madam had hardly opened her lips to say a word, for fear of exposing her ignorance of his favorite subject. The next day the oyster planter met Count de Lesseps. 'What a clever woman madam is,' he said; 'why she even knows as much about the oyster as I, who have devoted my life to its study.'"

#### GETTING BEYOND ONE'S DEPTH.

"The ability to remain attentive is regarded as one of the attributes of a sound mind," continued the principal; "the insane and weak minded are notably inattentive. When children get beyond their depth in their studies they become inattentive; their thinking faculties are, as it were, paralyzed; and they can no longer learn. It is a sure sign that a child is being too rapidly advanced in his studies when he fails to comprehend his lesson, and, in spite of all efforts to remain attentive, loses the thread of what is being taught him. It is necessary, of course, to discriminate between those who are inattentive thru weakness of intellect and those who are wilfully inattentive; but it is not difficult to do this. The result of inattention is a failure to comprehend, and this can easily be observed when an algebraic problem is being explained to one who has no knowledge of the science. A very simple problem may be taken; one that can be 'seen thru' at once by a trained mathematician, and the utmost patience may be exhibited in explaining what 'x' and 'y' stand for, and why certain symbols are used for certain operations. They are dealt with, of course, in a very logical manner, and the problem, as worked out to the answer, is a beautiful example of pure reasoning; yet, the novice can scarcely follow a step or two of the process; he becomes inattentive, because he does not comprehend, and, losing the thread, everything that is as clear as crystal to the mathematician becomes a confused jumble of symbols that convey to him no meaning. A similar effect is produced upon the mind of the child who is carried in any study beyond the point where he understands what he is doing."

## EXPANDING THE UNDERSTANDING.

"It follows as a matter of course that grown people who have left school and have entered the various vocations and avocations of life have their limitations of mental capacity. One can comprehend and remain attentive where others, failing to understand, allow their thoughts to wander and become so inattentive that they fail in every undertaking. No one can control this tendency where the subject is beyond his mental grasp, but every one may extend his capacity for comprehension by cultivating the habit of attention within the limits of his capacity. Each new subject broadens one's mind, expands one's powers, and better fits one to remain attentive when a new and higher subject presents itself. We accumulate knowledge by slow degrees, and somewhat painfully at first; but more than the storing up of facts or rules is the acquirement of the thinking faculty, for this enables us to explore for ourselves. A great many men only imagine what they think. A majority accept ready-made the thoughts of other people and add nothing to them. They repeat parrotlike, or as children do in school, that which is taught them by piece-meal. But there is no intellectual enjoyment to be compared with that of thinking. Even the working out of an abstruse problem in mathematics affords delight to those who have been properly trained in the use of their faculties. But to think with good results, one must be attentive, and comprehend step by step. It is useful practice for the mind to guard against too rapid an advance in any undertaking, and make sure at all times of such a thorough understanding of one's subject or task that wandering thoughts may not intrude, but that the mind may remain at all times attentive within the limits of its capacity."



## The Middle-Aged First Assistant.

## A Monolog.

So I've got another one to bring up. It's pretty hard. I get discouraged sometimes. I've been here thirty years, and somehow or other the "heft" of the burden, as my old father used to say, has always seemed to fall on me.

I came here when Mr. Gray was beginning to get old. He had the rheumatism a good deal, and so he used to stay out every damp day. The girl who was first assistant then grumbled a good deal because she had to do his work and her own, too. I was young and smart then, and willing to do anything for the sake of promotion, so when he got rid of her by transfer, and put me in her place, I thought myself lucky.

Well, after that he staid out more and more, and I did the work. He drew his three thousand a year, and after I got to the maximum, I drew my one, and thought myself pretty lucky.

By and bye it was more than rheumatism, it was softening of the brain, and a good many knew it; but the sub-committee winked at it, and so did the teachers and the public. He was "a poor old man, and he hadn't saved much, and he wouldn't last long, any way." No one said a word about poor me, with a mother and five little brothers and sisters to support, working to the verge of a nervous breakdown.

He died after a while, and the obituary columns told the truth; that is, that he had been incapacitated for teaching for three or four years, and two or three of the committee took the trouble to inquire into the matter, and to say that such a thing shouldn't happen again; but I didn't benefit any by the inquiries, and the Gray family never so much as made me a present.

## ALMOST MARRIED THE NEW MAN.

The committee put a young green man into the place,

and I broke him in. He wasn't strong, and had to lose a good deal of time, and, of course, I always stepped in; but he was appreciative, and I didn't mind. Ever so many times he said he never could have kept the position but for me, and after a while we were engaged. We couldn't marry, because we both had families on our hands to support; but we were willing to wait.

When he had been there four years he took consumption. He couldn't go South or West, because if he did he would have to apply for a leave of absence and pay a substitute, while if he staid here he could be absent on all the bad days, and so long as I didn't complain, could draw full pay. Before he died, he advised me to apply for the principalship myself after he was gone.

## NO WOMAN WANTED.

There was no rule against a woman principal, for the simple reason that no one had ever dreamed of such a thing; so, after the funeral, I went around to the chairman of our sub-committee and made a formal application, basing my claim on the fact that I had really been acting principal for years. He was perfectly aghast. Put a woman in as principal. The proposition was simply outrageous! No woman ever lived who had sufficient executive ability—nor *strength*; nor *intellect*; nor *education*; nor *dignity*! In vain I pointed out that there were women principals in other cities; in vain I demonstrated that, in spite of the impossibility, it was an accomplished fact. "Women had no logic," he said, and besides young Mr. Nemo was just thru college, and had practically been promised the place ever since the late principal's illness was known. (Young Mr. Nemo, it may be remarked parenthetically, was the nephew of the man who controlled the machine, never mind whether Republican or Democratic, in our ward).

## NOT EVEN SUBMASTER.

Well, young Mr. Nemo got the place, and I broke him in. He made a good principal after a while, and he was grateful for all the help I gave him. When our numbers increased so that we were entitled to a sub-master, he sounded the committee, to see if he couldn't get the appointment for me—said I could do the work better than any stranger, because, as a matter of fact, I had been doing it for years, and that if they put a man in he should simply give him a class to teach, and let me keep on doing sub-master's work. They told him it was entirely out of the question; there was a man already picked out for the place,—the son of the cousin of one of the committee. So there the matter dropped again.

## TO BE TRANSFERRED.

Mr. Nemo left, after a time, to take a higher-salaried position in another city; and the sub-master stepped up. He is going now, and I am dreading the new man. They say he has made his boasts that he will have no first assistant under him who knows more about the building than he does himself. He knows he can't turn me out; my marks are too good; but he can make it so disagreeable that I shall be compelled to ask for a transfer. A transfer would mean getting acquainted with a new district, new teachers, new pupils, new everything, and I suppose I am not as adaptable now as I used to be.

I wish the new man weren't coming. I wish if he must come that he could make up his mind to like me, and put up with my "bossiness," for the sake of my work, and let me go on working for the same salary I thought myself so lucky to get twenty-five years ago (it took me five years to reach my maximum), and trying to shut my eyes to the fact that I am older and weaker than I was, trying not to apply to myself the remarks which the higher powers seem to make so very often now about "teachers whose period of usefulness is undoubtedly past."

Cyril Norfolk.

## A Class in Geometry.

### Under the Laboratory Plan.

By Adelia R. Hornbrook, Author of "Concrete Geometry for Common and Grammar Schools."

Given, forty minutes and a class in geometry of twenty-eight pupils; required to find the best means possible under these conditions by which to secure the success of each pupil.

This is a practical problem which at a certain period of each school day confronts Mrs. Smith, a teacher of mathematics in a public high school. Let us observe and interpret the work:

#### PREPARATION FOR WORK.

At the beginning of the period each pupil takes his accustomed place at the blackboard, writes the number of the theorems which he is about to present, draws a diagram, and begins his demonstration. The teacher takes a general survey of the work, records absences in her class-book, observes that Mary has laid out a large task for herself, and that Susie, John, and Albert have reached that difficult Th. 10. She notes that Abbie, the light-minded little beauty over in the corner, has just reached the chapter on polygons, and she hopes that the class lessons on that subject previously given will prevent her from taking up any of those remarkable mathematical notions with which she sometimes astonishes her classmates. Then Mrs. Smith walks over to Louisa, an intelligent-looking girl, who has just completed the diagram of Th. 29, and asks her for her plan of proof, which is given in a low tone. As soon as the teacher is assured that the pupil understands the subject fully, she directs her to inspect and question on the 29th. Louisa steps into the middle of the room to see who have the 29th and begins her round of inspection. The other pupils are still writing. "All who are interested in Th. 10, may give attention to Albert's work," says the teacher. A small group gather in front of his work, and a brief discussion of the principles involved in it follows. Susie, who had misunderstood a point, says, "I'll present it again;" erases her own work, and seats herself to study. Albert, who is with difficulty convinced of his error, is told to "present it again," and follows her example. Pupils are not allowed to present work again on the same day, nor to write a demonstration in advance of one not satisfactorily presented. As this group dissolves, a dozen hands are raised by those whose work is ready. Mrs. Smith appoints inspectors, sometimes merely directing an exchange of work, but usually sending pupils to examine the work of those less advanced, in order that they may have the benefit of the review. As his work is passed, each pupil erases it, checks off the number of the theorem from his list, and writes the next demonstration. Jessie, whose work has been examined by Louisa, calls the teacher's attention. "I did not understand about this proportion," she says, "but Louisa explained it to me. Shall I present the theorem again?" "Just as you think best," replies the teacher, who knows the girl's conscientiousness.

#### AN EXTRA PROPOSITION.

A group of boys, most of whom hope to go to the Polytechnic school, are working on a proposition given them yesterday. They are much impressed with it, because it came out of the "Mathematical Monthly." They had never seen any mathematical publication, except the text-books, and the "Monthly," with its intricate diagrams, mysterious signs, and unfamiliar terms, was a revelation to them. They have drawn correct diagrams for the theorem, and have made several sallies on various lines of argument, but in every case they have been clear sighted enough to know that they have chosen a barred path. They now claim a share of the teacher's attention. "If we could prove these triangles equal," says Arthur, "we could prove the whole thing," and he outlines a demonstration on that assumption.

All agree that the proof of the equality of these triangles is the only thing lacking. "Draw an arc with this radius and this center," says the teacher, indicating as she speaks. He obeys. "A chord from this point, parallel to this line." "I see," says Paul, suddenly, with that delightful expression of face known to teachers as the outward sign of deepening insight on the part of the learner. He begins to explain, but she

raises a warning finger to him. "Give the others a chance, Paul."

#### NO SLIPSHOD WORK ALLOWED.

Reluctantly, but knowing she is no longer needed, she leaves this group. After surveying the room and sending three or four pupils on errands of inspection, she stops in front of Lucy's work, thus shattering that young lady's last hope of slipping some poor work thru un-inspected. Poor Lucy belongs to that type of pupils whose mental activity is mostly directed toward trying to make their teachers believe that they have learned their lessons and deserve a good mark. She does not like the laboratory method. She greatly prefers the class method, especially those features of it which would cause her classmates to write the same demonstrations at the same time that she does and on space adjoining hers, because that arrangement would greatly promote her convenience in copying from them. She has been in the school only a short time, and she misses other conveniences of the class method of recitation. "In the school where I was before I came here," she remarked to an acquaintance, "we just had two propositions every day, and if you didn't know your lesson very well, some of the scholars would explain it all out when they recited. And the class was so big that you didn't get called on very often."

Every experienced teacher has had pupils of the wretched, tricky type to which Lucy belongs, and knows the special difficulties which pertain to the teaching of mathematics, the science which most definitely presents "things as they are" to a pupil who is constantly trying to represent "things as they are" not. The cold exactitudes of mathematics are not readily grasped by a slippery little mind which is spending what power it has in trying to escape from what is to it a distasteful burden, while making a pretense of carrying it.

And yet the uniform requirements of class work are very likely to drive the incapable into some pretense of furnishing that which they are really unable to produce.

#### SPECIAL CARE DEMANDED.

The case of Lucy demands special care from Mrs. Smith. She is a student of educational psychology, and under the instruction of men and women of broad sympathies and lofty ideals, she has learned to look with interest and sympathy upon cases of the abnormal, and to try to adjust her treatment to their needs. She remembers with keen regret that before she came under this instruction, she usually failed in such cases, because she applied the "righteous indignation" which, under the old school of educational practice, those cases were supposed to demand—a method on a par with the bleeding of fever-weakened patients, which was customary a few decades ago. She realizes now that it is as absurd to be resentful toward a case of trickery as toward a case of diphtheria, and that both require careful treatment.

Mrs. Smith sees that instead of reasoning out her demonstrations, Lucy has memorized them imperfectly, without understanding, and that she has presented a quantity of illogical stuff, neatly arranged, hoping to pass it. The teacher's first effort is to cause the logic of events to convince her of the futility of such a course. The diagram is very neatly drawn. She praises that, and then considers the demonstration. With a few well-directed questions, she brings Lucy's cardboard logic to the ground. There is no reproach in the manner or matter of the questions, merely a quiet unearthing of error. As Lucy hears the teacher's "present it again," tears of chagrin spring to her eyes. Mrs. Smith observes them with the silent hope that the practical moral lesson will be salutary. Some day after school she will have a quiet talk with Lucy, who may be longing to pour out her confidence to her now. The mentally and morally weak generally reach out for help when they find themselves at the end of their own poor little resources. When Lucy is ready to drop her flimsy subterfuges and present each day some thorough, honest work, be it ever so little, she will have made a distinct advance in morals and mathematics.

"Don't begin any new demonstration," says the teacher to those still at the board. Among those who have finished writing are some of the quickest and brightest pupils. From these she selects inspectors to examine some of the remaining work.

## ENCOURAGEMENT AN AID.

Tom, an awkward, overgrown, youth, is gazing gloomily at his half-finished demonstration when she approaches him. He is a slow, stumbling student, but determined. His heavy mind makes strange plunges sometimes in its strong effort, and it needs frequent opportunities to steady itself by contact with that of the teacher. He has been wanting her attention for several minutes, and she knew it; but she also knew that he would profitably wait. "What is it, Tom?" "I can't do anything with this. The teacher used to say I was stupid, and I guess—" "Ask me a question about it," says Mrs. Smith, interrupting his ill-timed confidences. She is full of sympathy for him in his struggles, but the class-room is not the place for the expression of personal sentiments. Tom brings himself out of the depths of his gloom and discloses his difficulty. Inwardly grateful to him for showing her a new way in which Th. 3 may strike a dull mind, she sets him right, and proceeds to investigate Clara's mental condition.

Clara has just returned after a few weeks' illness, and her work is, of course, far behind that of the others. The theorem she presents happens to be a very important one. After questioning her slightly, Mrs. Smith tells her to leave the diagram on the board, and then gives orders to the class: "All work erased. Class seated. Attention to Clara's work." Nearly fifteen minutes remain, and these are for class work. Clara states the theorem, and gives the demonstration she has learned. Paul outlines a demonstration founded upon principles which Clara has not yet reached, altho most of the class have, and they approve his argument. Guy starts out on a promising demonstration, which turns out to be founded upon an impossibility. The raised hands and smothered exclamations of the class warn him of his mistake, and he sits down suddenly.

## CLASSWORK FOR THE DAY.

Mrs. Smith has prepared other class work for the day, and took up his proposition incidentally, because she saw the chance to make this basic principle clear and emphatic with Clara, while giving at the same time an opportunity to the rest of the class of retracing the old brain paths with some divergences. The class work to-day is planned to meet a special need. There are some minds in every ordinary class which absolutely need to be approached thru the concrete. The power of abstract reasoning is acknowledged to belong to better or more highly developed minds. To illustrate, mathematical weaklings are more likely to comprehend the reasoning which establishes the proposition, "The areas of similar polygons are proportional to the squares of their homologous sides," after they have fixed that fact in their minds by constructing similar polygons and finding their areas. For securing definite ideas of geometric forms and the realization of their relations, nothing is so useful to beginners as those constructions which compel the learner to visualize the forms, and those computations which compel him to observe their numerical relations. Beginners in geometry are nearly always weak in their powers of generalization.

## CONCRETE GEOMETRY.

For these reasons, Mrs. Smith always devotes the first few weeks of work of a geometry class to what is known as concrete geometry, by which the pupils are helped to realize many geometric facts, and are gradually led into mathematical argument. Preferring that her pupils shall reach mathematical truths by inductive reasoning when they are capable of it, she continues to assist the incapable by presentations of the concrete.

With this intention, she says, "All who have not reached Th. 15 may open their books and read the theorem." She writes on the board a simple problem illustrating that proposition, and calls on the whole class to solve it. About one-fourth of the class have their books open and work the problem by the help of the theorem. To the others it is merely a useful review in the way of an application of a principle which they have already reasoned out. While the class are working, she writes a second problem. After hearing the answer to the first, she says, "All who have had this work before and understand it may give attention to their own work." The advanced pupils readily use this permission. She

has called this subject into their consciousness once more by the problem, and she does not wish to waste their time and dull their attention by holding them to any further consideration of it. Moreover, she wishes to devote herself, unhindered, to the help of the weak remnant, who are anxious to question her. As she begins to work with them, the bell rings, and with interest aroused, but unsatisfied, they are obliged to stop. "I think you can get it by yourselves now," is her parting word to them. The class withdraw. The teacher gathers up and lays aside the original work which the pupils had placed on her table when they came in, and awaits the incoming class.

## AIM OF THE WORK.

The aim of the work sketched here is to promote the self-activity of each pupil by securing to him free opportunity for advancement, appropriate stimulus, and only the needed assistance. Among appropriate stimuli, the interplay of the social feelings is recognized and freely used.

## LIMITATIONS OF THE METHOD.

In considering the limitations of the method, we see at once that it is not practicable in a badly-disciplined class, but it is difficult to find a method which is. With an ordinary class, these plans greatly reduce the difficulties of discipline. Mischief is as unpopular in the class as horse stealing in a new country, and, for a similar reason, it is destructive to the interests of the many. A pupil who should make himself a disturbing element in the scene would be promptly excused from the class-room in the interests of the remainder.

## ENCOURAGEMENT TO A YOUNG TEACHER.

Again, it is not successful in the hands of a teacher who does not thoroly understand her subject. What method is? It is an encouraging fact to a young teacher, anxious to do her best, that if from day to day she faithfully prepares herself to be helpful to her most advanced pupil, the repeated presentations of the parts of the subject by the others, and the preparation and correction of written tests will familiarize her with the subject very quickly, and, at the same time, she will learn how the minds of pupils react upon certain portions of the work. To gain this knowledge requires many years under methods which induce pupils to make as brave a show as possible in the recitation, and thus prevent the full disclosures of their difficulties. Laboratory methods are very hopeful for young teachers who wish to lose the troublesome elements of inexperience as soon as possible.

## HARD WORK FOR THE TEACHER.

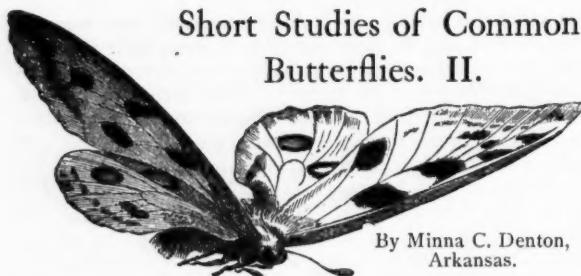
That it is in itself harder upon the teacher than the class method, I deny. The effort to keep order in class and to hold the attention of every pupil during the wholesale explanations required by the class method, explanations which if frequent, bore many of those who do understand them and bewilder those who do not, is a greater strain upon the teacher's nerves than the multiplied light touches upon individual minds characteristic of laboratory methods. At first, while the interest in the subject is fresh, all work together, receive instruction in common, and are easily handled in mass. Gradually the distance between the workers widens, but the teacher is gaining a clearer understanding of the pupils and their work, and is inspiring them with the common aim of comprehension of the subject. And the pleasure in watching the mental growth of individuals and in recognizing her own helpfulness to that growth which comes to a teacher, who is allowed to carry out such methods fully, is a constant reward.

## RESULTS.

Among the results of the laboratory methods as compared with the class method when used by the same teacher, are clearer comprehension of the subject; greater desire for study; pleasanter relations between teacher and pupil; enlarged opportunities for the specially gifted; and particularly a wholesome training of the will of each pupil.—From "Advance in Education," by permission of the author.

Dr. G. Stanley Hall's three little books, "Contents of Children's Minds," "A Study of Dolls," and "The Study of a Sand Pile," are published by E. L. Kellogg & Co., at twenty-five cents each. Child study clubs should study them. All engaged in the education of children will find them extremely valuable.

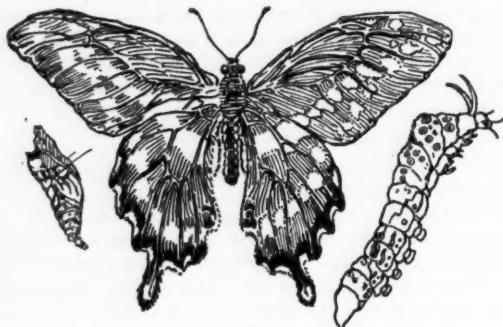
## Short Studies of Common Butterflies. II.



By Minna C. Denton,  
Arkansas.

Perhaps the most common among the swallow-tailed butterflies, next to the one already described, is yellow swallowtail (*papilio turnus*). And yet, notwithstanding its extreme abundance in most seasons, I have not seen a single turnus butterfly, here in Arkansas, this year, tho there were plenty in Kansas thruout the season. I suppose there must have been a wholesale slaughter of the turnus caterpillars, or chrysalids, or both, in this section.

Yellow swallowtail is a very handsome butterfly. Its color is a bright, or sometimes pale lemon yellow, both wings being

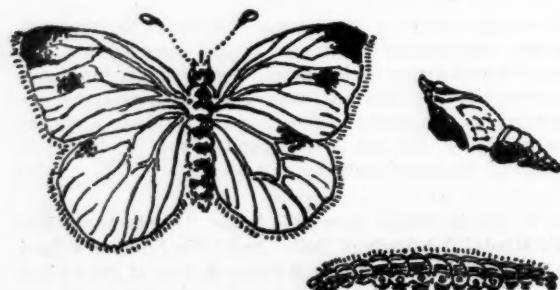


*Papilio Cresphontes*, Caterpillar, and Chrysalis. One-half Life Size.

deeply margined with black. There are several orange spots, and two blue ones, on the hind wings; and a number of black vertical bands crossing the forewings (one crossing both wings). Beneath (that is, on the under surface of the wings), it is much the same, but with more extended orange and blue markings. It is about the same size as black swallowtail, being three or four inches across the spread wings. The female butterfly, in some of the Southern states, is said to be often almost entirely black.

Yellow swallowtail is supposed to be especially fond of the blossoms of the wild plum, but I have noticed it about the *syringa* and red haw, as well. I am sorry to say that it has a reputation for greediness, and sometimes becomes so intoxicated with sweets as to be almost incapable of resistance to the capturing hand that takes it from its feast. One scientist, with a reputation for strict veracity (Mr. Edwards), has asserted that he has seen yellow swallowtails so abundant, and so absorbed in their occupation of extracting sweets, that sixty-nine of them were caught with a single grasp of the hands!

Both yellow and black swallowtail have the peculiarly easy, sauntering habits of flight which characterize this genus, and which are so different from the nervous, dashing motions of



*Pieris Rapae*, Caterpillar and Chrysalis, Natural Size.

some whose acquaintance we have yet to make. They never seem to be going anywhere in particular; they are never in a hurry, or disturbed in temper.

The turnus caterpillar is of a dull-brownish color, with no very prominent markings, except what Miss Ballard calls a "figure ten" on each side of his body, not far from the head; this, as she observes, gives it "a quaint appearance, suggestive of an inquiring eye." This caterpillar eats the leaves of the tulip tree. The chrysalis is yellowish-brown in color; in shape, much like the black swallowtail; it is suspended in an upright position by a silken thread passed around the outside, as are all the swallowtail chrysalids—contrary to the habits of the many caterpillars, that prefer to hang from their heels.

One of the largest, and perhaps the handsomest, of the swallowtails is the yellow-banded (*papilio cresphontes*), which measures about five and one-half inches across the extended wings. It is dark-velvety brown, with two great bands of bright yellow spots curving across both wings. It is somewhat rare in the extreme northern parts of the United States, but very common farther south. Its caterpillar feeds upon the leaves of the prickly ash in some states, but in Florida, where often as many as four broods in one year devour the foliage of the orange trees, it is known as the "orange dog." And, indeed, the curious appearance of this caterpillar might well give rise to various odd comparisons with dogs and other animals. It has an enormous "hood," or swelling of the first three segments, into which the head can be drawn at will, covering it from view. The general color of the caterpillar is grayish-green, patched with brown, and variously spotted and ringed with lavender, whitish, and russet. There is a pair of large crimson horns just back of the head, which are thrust out with a vicious gesture when you poke the creature (tho what possible defence they could make it is difficult to see), and which otherwise remain invisible, withdrawn inside a narrow slit on the head.

Another swallowtail, very similar to our first one (*asterias*), is the green-spotted (*papilio troilus*). But the tails are shorter and wider, the orange spottings are more conspicuous, and the band on the hind wings is green, instead of blue. Its caterpillar is green, with blue spots (but often the last moult yellow), and wears horns. It feeds on sassafras leaves.

Still another beautiful swallowtail is the green-banded (*papilio ajax*). I have frequently tried to guess why it bears the name of a Greek hero, but have never found a clue. It is not quite so large as some members of the genus. The tails are often extremely long and slender. The color is dark brown or black, with broad, vertical bands of pale bluish-green, two scarlet spots near the tails, and a scarlet band on the under surface of the hind wing.

This is a butterfly which has given the naturalists no end of trouble, on account of the perplexing variations of its markings in different seasons and places. But at last it has been decided that these variations are due to the effects of cold upon the pupa (chrysalis). So the location and size of the crimson spots and the width of the bands is regulated by the severity of the winter season.

And now, let us leave the swallowtails and proceed to the next genus—white butterflies (*pieris*). The common cabbage butterfly (*pieris rapae*), with its familiar green caterpillar and chrysalis, is almost too well known to need description. However, for the sake of distinguishing it from its near relative, the banded white (*pieris protodice*), it may be well to state that the cabbage butterfly is greenish-white, usually with the apex of the forewings, a spot on each of them, and a spot (or two) on each hind wing, black; beneath, more or less yellowish-white and dusky-powdered. But some specimens lack the black spots almost entirely.

The banded white has two rows of triangular, blackish spots across the outer margin of the forewings, faintly connected, so as to form a sort of border. There are two other black spots on the fore wings, but the hind wings are unmarked, except for a pale-grayish wash at the base (part nearest the body).

The smallest butterfly of this entire family is the yellow dwarf (*nathalisiole*), which measures about an inch across the spread wings. It is extremely common, but so far as my opinion goes, it is more plentiful in late summer and fall than in spring. It is a pale yellow, and is readily distinguished by

two black spots near the edge of the fore wing and a reddish streak along the upper margin. These marks appear below; of the upper side we are rarely permitted a glimpse in case of the active, living butterfly, as his small highness seldom condescends to open his wings, except in flight.

The caterpillar is large enough to produce a butterfly of more pretentious dimensions, being over an inch long; its color is dark green, with a broad, purple-black stripe down the center of its back. The body is covered with stiff hairs, growing from tiny, pale-green knots (tuberles, they are properly called), and there are two bristle-tipped "horns," coming from just back of the head. The butterfly seems very fond of the flowers of the tomato vines, but I have never been able to find any evidence that the caterpillar eats the leaves of this plant. It does, however, feed on the fetid marigold, a low, roadside weed, bearing yellow flowers, and having an unpleasant odor.

Another yellow butterfly, but one of more imposing size (about two and a half inches across), is the citron-colored (*callidryas eubule*). Like the yellow dwarf, it is seen in greater abundance in the fall than in the spring. It is clear yellow above, with very few markings of any kind; beneath, more



Papilio Ajax.

nearly orange-yellow, with a very narrow edging of reddish, a small, brown-ringed, silver-centered spot in each wing, and several dots. "Callie," as we have nicknamed it,—for I can't help a secret preference for the Latin names—is one of the most provoking butterflies I ever chased with a field glass. Its sailing propensities are remarkable, and it seems to be quite above such secondary considerations as the satisfying of an appetite.

I have never taken the caterpillar of this species; but from what I can make out of the extremely complex and highly technical description given, it seems to be pale green for a background, with bluish tints, especially on top; then there is a bright yellow stripe on each side, running the whole length of the body; on each side of that, a row of dark blue or black spots; in the yellowish stripe is a row of white dots, which mark the stigmata, or breathing pores, and its legs are yellowish. It feeds on the leaves of the wild senna.

Verily, this is a family of yellow butterflies, for here is another, the bordered yellow (*colias philodice*). I have found this butterfly one of the earliest to appear in any considerable numbers, and one of the latest to disappear when the frosts come. Above, it is sulphur yellow, bordered with dull black; beneath, the border does not appear, but there are two tiny black dots in the fore wings, and one or two small, reddish-ringed, silver-centered spots on each of the hind pair. This species is subject to a great deal of variation. Sometimes the yellow is orange-tinted; sometimes the spots are larger, sometimes smaller; and sometimes (rarely) the black border fails to appear.

The caterpillar is another of the dark green ones, and is relieved only by a yellowish-white stripe, running along each side, close to the legs, and a narrow, irregular red streak just below that. The whole body is thickly clothed with very minute pale hairs, which give it a downy look. During its existence as larva, it literally "lives in clover;" much to the detriment of the clover patch!



## Lessons on Useful Roots.

By Frank Owen Payne, New York.

In plant study, all parts of the plant should receive consideration. The flower and the fruit being usually the most beautiful or the most attractive part, is apt to receive the lion's share of attention, as well it may; but the more obscure portions are none the less interesting, and much profit may be gleaned from their study.

It is the purpose of this paper to present some useful roots for consideration.

The commonest of useful roots are carrot, parsnip, beet, radish, horse-radish, turnip, and vegetable oyster. The potato and sweet potato are tubers, rather than roots, and so may not be treated in a paper on roots.

Let us study the above-named roots, and see what may be learned from them. Let us consider them under the following heads: Shape, Size, Surface, Color, Properties, Uses:

### I. THE CARROT.

- (a) Shape: Conical or cone-shaped, gradually tapering from a broad, flat base to a long, slender, threadlike fiber.
- (b) Size: From two to two and one-half inches at the base to a threadlike apex, and from eight to twelve inches long.
- (c) Surface: Rough, with small sockets, somewhat like "eyes" of a potato.
- (d) Color: Deep orange, sometimes almost yellow. Very handsome.
- (e) Properties: Sweetish taste.
- (f) Uses: By men, it is eaten in soup and as a pickle. By some, it is served as potatoes are; but the principal use of carrots is as fodder for cattle.

### II. THE PARSNIP.

- (a) Shape: Same as carrot.
- (b) Size: Same as carrot.
- (c) Surface: Similar to carrot.
- (d) Color: Pale yellow, or almost white.
- (e) Properties: Very sweetish to taste.
- (f) Uses: Boiled, fried, etc., as a table vegetable; also used as food for stock.

### III. THE BEET.

- (a) Shape: Usually spindle shaped, swelling near the middle, and tapering toward both ends.



Sugar Beet.

- (b) Size: From five to eight inches long, and often six to eight inches in circumference, or larger.
- (c) Surface: Quite smooth, giving off small branches from underside.
- (d) Color: A deep, rich red; very handsome.
- (e) Properties: Very juicy; sweet to the taste; somewhat woody, showing the rings very clearly marked.
- (f) Uses: As a boiled vegetable; for pickles; tops used for greens; some species used to make sugar.

### IV. THE RADISH.

- (a) Shape: Either long and tapering, or short; almost globular in form, bearing a slender "tail."

- (b) Size: Varying from two to six inches in length, and from one to two inches in diameter.
- (c) Surface: Very smooth.
- (d) Color: Beautiful red skin covers most radishes. The flesh is white.
- (e) Properties: Flesh, white, brittle, juicy, with a pungent taste.
- (f) Uses: Eaten as a relish in summer.

#### V. THE TURNIP.

- (a) Shape: "Turnip shaped;" i. e., wide spreading at or near top, so as to form an oblate spheroid, then contracting suddenly into a short, insignificant "tail."
- (b) Size: From four to six inches long, and from six to eight inches in diameter.
- (c) Surface: Smooth; the skin like that of a radish, easily separated from the body of the root.
- (d) Color: Usually white, but often beautifully colored, with a lavender or pale violet color at the top. Some turnips are of a pale yellow, both skin and flesh.
- (e) Properties: Taste similar to the radish, but rather less pungent.
- (f) Uses: Used extensively for food by man and beast.

The above are given as suggestive for analysis and description of roots. The following roots may be studied in a similar manner: Horse-radish, sweet potato, yam, etc. Artichokes and common potatoes, though not roots, may be studied and described in a similar manner.

Nor are all the useful roots those of the garden. The drug-store deals in many useful roots. Take, for example, liquorice, mandrake, sweetflag, orris, ginger, and chicory. These will doubtless suggest many others to the thinking teacher.

It is hoped that in the study of plants the useful roots may not escape notice.

## What to Do in Emergencies.

#### NOSE BLEEDING.

Bleeding from the nostrils without cause is common among children in hot weather. It is due to diminished atmospheric pressure, and from this cause occurs to people ascending high mountains. The flow is generally from one nostril. It may, of course, be due to injury.

The nostril should be firmly closed by the pressure of a finger, the head of the child be held high meanwhile. Cold in the region of the neck and forehead by means of a key or cold-water cloths will arrest the flow of blood.

#### A CINDER OR DUST IN THE EYE.

Rub the eye gently toward the nose, never the other way, at the same time making the child blow the nose violently. If this fails to remove the foreign matter, turn the upper eyelid gently over a thin penholder, so as to see the ball of the eye plainly; then the particle can be wiped out with a handkerchief. The eyelids, carefully grasped, will serve to turn the eyelid over the penholder.

#### FOREIGN BODIES IN THE NOSE AND EARS.

If the body be in the nose, the child should be made to take a deep breath, then the free nostril closed, and an effort made to blow thru the blocked passage. This will often dislodge the substance. If the body is in the ear, water may be used to get out the substance, if it is not a pea or anything that will soak up the liquid. Pins, etc., should be used with great care, as a slight injury will destroy the power of hearing on that side.

#### FAINTING.

Fainting may be the result of shock, excitement, or severe pain in school. The action of the heart is suspended momentarily or diminished greatly. The symptoms are: faint, shallow and sighing breathing, peculiar blanched face, feeble pulse, the person falling to the ground motionless. The person should be placed flat on the back, with no support under the head. Those not in immediate attendance should keep at a distance, and fresh air should be admitted freely. The clothing should be loosened about the neck and the waist, the face should be fanned, and respiration should be stimulated by flipping a few drops of cold water on the face and chest. The

bare chest and arms may also be slapped with a wet towel. Smelling-salts may be held cautiously under the nose, or a few grains of pepper blown into the nostrils. Smoke from brown paper or tobacco blown into the face will also revive the person from the fit, the care should be used in this last remedy.

#### FOREIGN BODIES IN THE WINDPIPE.

The entrance of the foreign substance, even if it is only water, causes violent coughing and a spasmodic closing of the larynx, which almost amounts to suffocation. The danger depends much upon the size and nature of the substance inhaled; if it is a hard, smooth, and rounded body, such as a melon seed, a small marble or pebble, or the like, there is a very good chance that it may be expelled in the same way it entered. To favor this expulsion, the child should lie down, with the head lower than the feet, or he may be held up for a minute or two by the heels, in order to get the assistance of the force of gravity. This, however, should only be done if the doctor is at hand to perform tracheotomy as a last resort, because the foreign body may become fixed in a narrow part of the larynx, and so cause suffocation.

#### BURNS AND SCALDS.

The first thing to be done for a burn is to stop the pain. Covering the part with any bland substance, such as olive oil, vaseline, sweet butter, or flour paste, to keep off the air, will often afford great relief. Better still is bicarbonate of soda (cooking soda) or calcined magnesia, made into an ointment with vaseline or lard, or dusted thickly over the skin.

#### WOUNDS.

If the wound be a cut, bathe with cold water. This, with gentle pressure, will stop bleeding. Remove any dirt or foreign matter by means of a cotton rag, and join the edges together by means of sticking plaster. To bruises, apply cold water only if immediately after the accident. This prevents swelling of the bruised part. Vaseline is a good ointment for bruises. Special care should be taken for injuries to the scalp. The masses of hair must be quickly parted till the extent of the wound is clearly shown. If bleeding be little, remove any foreign matter or clotted blood by means of lukewarm water and cotton rag. When the hair is properly clean and disentangled, remove the hair for an inch or so from the wound by sharp, clean scissors. Sticking plaster now applied will soon cause the wound to heal.

#### BEE AND WASP STINGS.

The sting of a bee or wasp is often broken and left in the wound. This can be removed by means of a watch key pressed over the sting, and then drawn out by tweezers. Chalk or lime moistened with water is useful in diminishing the pain. The leaf of a common dock bruised and rubbed into the wound for some minutes will also soothe the pain. A little mud, made by wetting a bit of earth from the schoolyard or a flower-pot is also good.

#### DISLOCATED THUMB.

The most common form of dislocation is backward; and this is not infrequent, because of the liability to injury from falls. Dislocation may occur between the wrist and metacarpal bone, or at the joint between the metacarpal bone and the first phalanx, or at the joint of the two phalanges. The second is the most common of the three dislocations.

The difficulty is to get a sufficient hold, in order to put the thumb into the proper place. If simple pulling by grasping the dislocated thumb is insufficient, then a piece of tape or string tied to the thumb and pulled will, no doubt, put the thumb into the proper joint.

#### SPRAINS.

In the treatment of a sprain, the first thing to be aimed at is to relieve pain and prevent inflammation. The best treatment is to hold the foot or wrist in hot water for an hour or two. This prevents discoloring. Pond's Extract, heated, is also very good. Later, the hot water should be exchanged for a cold-water compress. Swelling is prevented, in a measure, and pain is sometimes relieved by firm bandaging with a flannel bandage. When the swelling, heat, and pain are gone, the limb should be brought gradually back to health by cold douching, dry rubbing,—in a direction toward the body—and passive motion.

## The School Journal.

NEW YORK AND CHICAGO.

WEEK ENDING OCTOBER 15, 1898.

Experience and extensive inquiry among students of education show that the most satisfactory source of pedagogical insight and inspiration is to be found in the history of educational theories, or more precisely speaking, in the study of the pedagogic creeds of the masters. Here then is a wide and fruitful field for investigation for all who desire to get hold of the great truths upon which education rests.

Tact is the visible evidence that distinguishes the good teacher. It is the result of the combination of genuine sympathy, a deep knowledge of children and the art of doing the right thing at the right time. The latter art is very rare indeed in teaching. It presupposes some natural ability—the "born" teacher. But more is needed. The born artist must go thru a rigid course of special training and study before he can make his natural ability count for something. The teacher's preparation is the study of pedagogy, genuine pedagogy, not the kind kept on tap by superficial the brilliant talkers, but the kind that is founded on a study of the great masters in education both of the past and the present.

The senior class of a normal school were gathered in the principal's room to hear the names of those who were to be graduated. After these were read, the principal looked around anxiously: "I feel it is a responsible matter to say to the people of this state, 'This young man, or this young woman is specially competent to teach.' Most of them merely think you know more about arithmetic and grammar than you did when you entered here; but is that all that has been accomplished? If I thought that, I would give up this place and go to farming. No, I believe you have got some glimpse of what it is to teach. Now I want to say to you that the one who has the best conception of what education is to the human soul will eventually get hold of the best teaching process or method; it may happen that such a one may be beaten at first by one who has some nice little device. But I counsel you to go on from this time to deepen and enlarge your conception of education as the groundwork; to know how to educate you must study the children."

Several years ago *The Journal* proposed a League of Professional Teachers to include all who hold life diplomas. The proposition met with favor, but it was not pushed far enough to secure an organization; those who favored it saw in an organization no help to better situations. But such an organization is imperatively needed. As has been pointed out, the holders of state diplomas in New York, for example, are like Christians in a new town; they must organize; certain ones must be recognized as proper to be taken into fellowship. The proposition is again renewed. The winter ought not to pass before the

holders of life diplomas in this state meet, organize, and make themselves felt as Professional Teachers.

The New York state council of city and village superintendents held a very profitable meeting at Glens Falls, Oct. 5-7. There were no set papers or addresses but instead, free discussions of a number of practical topics. The meeting is memorable for a unanimous declaration to the effect that the state ought to establish a minimum standard of professional qualifications for teachers in high and normal schools, and city and village superintendents, as well as for teachers in elementary schools. The committee on legislation submitted a long list of requirements which met with considerable opposition. The propositions, a copy of which will be found on another page, were, however, finally adopted. It does not matter much whether they become a law or not. The fact remains that the superintendents of New York have placed themselves on record as firmly believing in employing only teachers who have made some preparation for their work. The time is not far distant when no person will find employment as teacher or superintendent who has not made a study of education, let the skeptics sneer as they like.

At this same meeting, State Supt. Skinner stated emphatically that in his opinion one of the curses of education in the state of New York is the existence of different standards of licensing teachers in different localities." It is not sufficient to insist upon professional qualification, there must be a standard, a state standard first, a national standard next. As long as the life diploma issued by the state is not recognized by every school board in the state, it is hardly worth working for.

## Important Educational Meetings.

Oct. 14-15.—Connecticut State Teachers' Association. President, E. H. Forbes; secretary, S. P. Willard, Colchester.

Oct. 29.—Rhode Island institute, Providence.

Dec. 26.—South Dakota Teachers' Association, at Redfield. President, H. E. French, Elk Point; secretary, Jennie Rudolph, Canton.

Dec. 26-28.—New Jersey State Teachers' Association, at Trenton. President, Henry M. Maxson, Plainfield; secretary, Lewis C. Wolley, Trenton.

Dec. 27-29.—Illinois State Teachers' Association, at Springfield. President, J. H. Collins, Springfield; secretary, Joel M. Bowly, Metropolis.

Dec. 27-29.—Louisiana State Teachers' Association, at New Orleans. President, D. B. Showalter, Monroe; secretary, Miss Lula Soape, Shreveport.

Dec. 27-29.—Missouri State Teachers' Association, at Jefferson City. President, E. D. Luckey, St. Louis; secretary, H. E. Dubois, Kansas City.

Dec. 27-30.—Florida State Teachers' Association, at St. Augustine. President, Dr. W. E. Knibloe, Jacksonville; secretary, D. R. Cox, Tallahassee.

Dec. 28-30.—Montana State Teachers' Association, at Helena. President, M. A. Stapleton, Anaconda; secretary, Miss Maly Mullins, Butte.

Christmas week.—California State Teachers' Association, at Santa Rosa. President, C. W. Childs, San Jose; secretary, Miss M. F. Fitzgerald, San Francisco.

Christmas week.—Minnesota State Teachers' Association, at St. Paul. President, A. E. Engstrom, Cannon Falls; secretary, J. D. Bond, St. Paul.

Christmas week.—Arizona Teachers' Association, at Phoenix. President, W. B. Blount, Scottsdale.

Christmas week.—Michigan State Teachers' Association, at Lansing. President, J. W. Simmons, Owosso; secretary, M. L. Palmer, Jackson.

Dec. 31.—Indiana State Teachers' Association, at Indianapolis. President, F. M. Staker, Terre Haute; secretary, James R. Hart, Lebanon.

New York State Association of Grammar School Principals. Fifth annual meeting, Syracuse, Dec. 27-29. Secretary, James L. Bothwell, Albany, N. Y.

Holiday Conference, New York State Associated Academic Principals, Syracuse, Dec. 27-29. President, J. C. Norris, Canandaigua, N. Y.

Conference of Middle State Colleges and Preparatory Schools, Columbia college, New York city, Nov. 25 and 26. President, Dr. Julius Sachs, New York city.

New York State Science Teachers' Association, New York city, Dec. 29 and 30. President, Charles W. Hargitt, Syracuse university.

## Qualifications of High School Teachers and Superintendents.

The New York State Council of School Superintendents, which met at Glens Falls last week, adopted the following resolutions offered by Supt. Cole, of Albany, on behalf of the committee on legislation:

Resolved, That the committee on legislation be, and is hereby instructed to secure legislation either in the proposed revision of the consolidated school law, or by special statutes, to the following effect:

1. After May 1, 1899, no one who is not at the time of the enactment of this law engaged in high-school teaching shall be appointed to teach foreign languages, modern or ancient, English, mathematics, botany, zoölogy, physiology, physics, chemistry, physiography, history, civics, economics, or psychology, in any high school or high-school department, schools or departments embracing the ninth, tenth, eleventh, and twelfth years of school work, in any city or village authorized by law to employ a superintendent, who has not one of the following qualifications, and who has not been duly licensed, according to law:

(a) Graduation from a college or university recognized by the regents of the University of New York, together with at least one year of professional study, either in a college or university school of pedagogy, or in a normal or training school having a course for college graduates, approved by the state superintendent of public instruction.

(b) Graduation from a college or university approved by the regents of the University of New York, together with at least two years' experience in teaching high schools or institutions of equal or higher rank, or three years' experience in teaching in elementary grades (grades embracing school work from the first to the eighth year, inclusive).



Supt. HENRY P. EMERSON, of Buffalo, who has been elected president of the New York State Council of City and Village Superintendents.

(c) Graduation from the classical course in a New York state normal school, or from an equivalent course in any other normal school approved by the state superintendent, together with three years' experience in teaching, and the passing of an examination conducted under the direction of the local superintendent of schools in the science of education and in one or more of the following groups of subjects: (a) Latin and Greek; (b) French and German; (c) English language and literature; (d) physics and chemistry; (e) botany, zoölogy, and physiology; (f) algebra, geometry (plain and solid), and trigonometry; (g) history, economics, and civics.

2. The qualifications required for appointment to teach in high schools shall be a minimum requirement for teachers appointed to teach in any of the state normal schools, and teachers appointed to teach in such normal schools must in addition thereto have a specific license from the state superintendent to teach in such schools.

3. No one who is not at the time of the enactment of this law a superintendent of schools shall be appointed or elected

superintendent of schools in any city or village authorized by law to employ a superintendent of schools, who does not possess one of the following qualifications:

(a) Graduation from the college or university recognized by the University of the State of New York, together with not less than five years' experience in teaching or supervision.

(b) Ten years' experience in teaching or supervision, and possession of a certificate of competency as a superintendent, issued by the state superintendent of public instruction, after an examination conducted by a commission of five persons, all of whom shall be college or university graduates, and with the approval of said commission.

As the law of 1895 provides that teachers in the elementary schools must be graduates of high schools and of professional training, so the proposed law provides that teachers in high schools must have college training. An opportunity, however, is provided for teachers in elementary grades who have not had college training to rise to high-school positions by showing thru examination that they have acquired the necessary scholarship and professional skill for the work of high schools.

## Contributions from School Children.

Four movements have been recently suggested which, in greater or less degree, affect the public schools of the country. They are, first, the building of two warships by contributions of school boys and girls, one to take the place of the "Maine," to be called "The American Boy." The other, to which the girls are expected to contribute, will be known as "The American Girl."

The second proposition is for school children to contribute money to erect a Lafayette monument in Paris. The plan as stated is, "that school officers and teachers arrange for the recognition of October 19 as Lafayette day in the schools and by the giving of appropriate exercises, to which an admission fee may be charged, or where a general collection may be made, raising the funds necessary for the erection of the monument."

Third, a national peace jubilee is recommended by an association organized in Chicago for this purpose. It was originally intended to provide exercises in connection with this jubilee on Oct. 21. This date has been changed to Oct. 19.

Prominent educators, as well as the newspapers of various parts of the country, are protesting vigorously against one, or all of these propositions. State Supt. Charles R. Skinner, of New York, says, in regard to the movement to build the ships, that the government is able and willing to build all warships necessary for the defense of the country. He says, in regard to the Lafayette movement, that while it is fitting for the people of the United States to honor the memory of Lafayette, he does not approve of asking contributions from school children for this purpose. His statement in regard to the peace jubilee reads as follows:

"The proposition concerning the national peace jubilee seems premature. We can well afford to await the result of the deliberations of the peace commission which is now considering the whole question. While the United States government is constantly sending warships and troops to Cuba, Porto Rico, and the Philippines, and while Spanish leaders are saying that there is yet no peace, only a cessation of hostilities, it does not seem appropriate that the school children of the country should be called together in public exercises to celebrate an educational peace jubilee day. Let us wait until peace is officially declared, and then we can celebrate the declaration in the right spirit. The state superintendent's name has been placed on the educational committee connected with this movement without his knowledge or consent."

The Augusta (Me.) "Journal" states that State Supt. W. W. Stetson does not like the idea of using schools or this purpose, tho in the present case he felt that it was justified. The letter from the commission stated that if the state did not do her share, her name would be left off the monuments, and no mention would be made of her in the least. Supt. Stetson says in his letter to the superintendents and teachers:

"The department has delayed making public these two requests as long as it is thought prudent to do so. The fact that the national monument is for the purpose of honoring men who lost their lives in the ship which was named for our state leaves us no choice in contributing to this object. The fact that General Lafayette was at one time the guest of the state, and the still more important fact that he was a friend of Washington, and largely instrumental in securing our independence as a nation, make our duty in this matter clear."

"The commission on the national monument asks for the signature of all the school children of the state. No pupil is allowed to contribute more than one cent to this fund."

"The commission on the Lafayette monument provides that no pupil will be allowed to contribute to exceed ten cents. The commission does not ask for the signatures of those contributing."

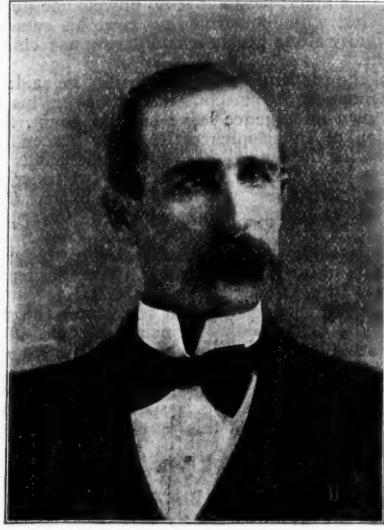
"It is hoped that superintendents and teachers will explain the objects of these two movements, interest the children in them by suitable readings, recitations, and other exercises, and give this matter such prompt and efficient attention as will insure contributions which will be creditable to the state."

"Maine's place in past and current history does not make it

consistent for her to stand second in the line. The position which the name of our state will occupy upon both monuments because of our rank in the Union and our relation to the battleship which was destroyed, places upon us the responsibility of so responding to these calls that the world will see we not only are capable of producing great men, but also have the rare quality of appreciating the services they have rendered."

### State Supts. Kincannon and Jordan Resign.

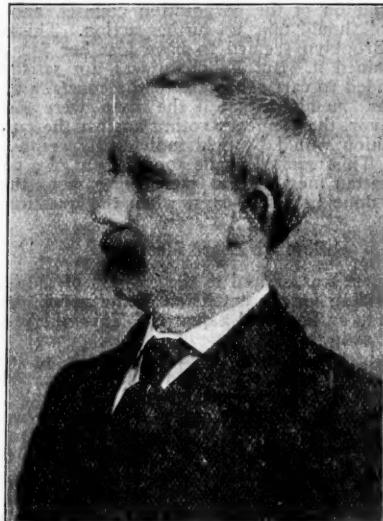
State Supt. Kincannon, of Mississippi, has resigned his position, the resignation going into effect Sept. 17. The state board of education passed especially complimentary resolutions, proclaiming Supt. Kincannon an efficient public servant, with zeal, fidelity, eminent executive abilities and conscientiousness. The general cause of education in the state loses a valued and able supporter. Supt. Kincannon is to take charge of the Industrial institute and college.



Ex-State Supt. A. A. Kincannon, of Mississippi.

The newly-elected state superintendent, Prof. Henry L. Whitfield, was born in the state, June 20, 1868. He was graduated from the Mississippi college at Clinton, in 1894. He had been for three years principal of the high school in Westville, and later took a similar position at Steen's Creek. This school he has made one of the best in the state. Tho a young man, State Supt. Whitfield has marked ability as an instructor, and has been uniformly successful.

Little Rock, Ark.—State Supt. Junius Jordan, of Arkansas, has resigned his position to accept a professorship in the Arkansas Industrial university. Supt. Jordan's great work in the state has been in behalf of county normal schools, for which



Ex-State Supt. Junius Jordan, of Arkansas.

he secured on his first attempt, an appropriation of \$20,000. J. J. Doyne has been elected to succeed Prof. Jordan, and will assume his duties the middle of October.

### Michiganders Move.

Every year witnesses many changes among the superintendents and principals of Michigan schools, but the opening of the present year brings, perhaps, more persons into new fields than any year for some time. Many of the changes came very late in the vacation, too, thereby causing much uneasiness and unrest in the fraternity.

Detroit had no important changes. The second city, Grand Rapids, led the line. Supt. William W. Chalmers, went to Toledo, and was followed by Fred R. Hathaway, of Flint, who in turn was succeeded by Warren C. Hull, of Albion. W. J. McKone, of Mason, was elected to the superintendency at Albion, while E. D. Palmer, county commissioner of Clare county, entered the teaching ranks as superintendent at Mason.

Altho Supt. W. S. Perry, of Ann Arbor, died early in the year, the vacancy was not filled till during vacation, when Supt. H. M. Slauson, of Moline, Ill., returned to Michigan, to take up Mr. Perry's work. Mr. Slauson had been superintendent at Houghton and Coldwater before going to Moline.

By the election of Supt. J. W. Simmons, of Owosso, to the directorship of the Michigan State-Normal College Practice school, a vacancy was created at Owosso, which was filled by the election of Mr. E. T. Austin, of the Saginaw, E. S., high-school faculty, and a former principal at Owosso. Supt. E. L. Briggs, of Coldwater, goes into life insurance, and is succeeded in his school work by H. E. Johnson, of Union City. L. G. Avery, of Augusta, succeeds J. W. Cupples, at Buchanan, and is succeeded by W. E. Post, of Kalamazoo college. D. C. Bliss accepts a position in the East, and is followed at Northville by I. B. Gilbert, of Imlay City, who is followed by Prin. Chas. H. Naylor, of Lexington. Supt. William McNamara, of Brighton, goes into newspaper work, and his place is taken by E. D. Watkins, of the university. Supt. W. D. Hill, of Jonesville, goes to Crystal Falls, and is followed by Prin. F. J. Harrington, of Hanover. Supt. F. J. S. Tooze, of Quincy, will attend law school at Ann Arbor, and Prin. James B. Field, of Parma, will superintend the Quincy schools.

### Suggestions as to Examinations.

Albany, N. Y.—State Supt. Skinner has sent to the school commissioners in each district a circular letter with regard to teachers' certificates. He says that many teachers have entered the examinations for new certificates a year before their old ones expired. This has resulted in much benefit to them, for if they failed, they had time to try again in April or August. But those who had waited till the August examination did not receive their certificates in time, because their papers had not been examined; hence, they could not legally contract or the ensuing year. This has resulted in much embarrassment. So Supt. Skinner recommends to the commissioners that they notify teachers that the safe way is to be examined a year before the expiration of their certificates. This will give the department time to examine papers and issue certificates, and will put an end to the complaints against the slowness of the department.

### His Ninetieth Birthday.

Cambridge, Mass.—Mr. Aaron B. Magoun recently celebrated his ninetieth birthday. For forty-three years he was master of the Harvard high and grammar school, retiring in 1881. He began his teaching in 1826, and devoted to the profession a service of fifty-five years. He taught the first colored pupil in Cambridge. In 1838, he was elected principal of the Harvard school, and soon asked for a woman assistant. This was an innovation in grammar grades outside of Boston, but as he wanted a woman, he had his wish. Before Mr. Magoun ceased his labors, he had taught grandchildren of former pupils. Mr. Magoun bore a close resemblance to the late Mr. Gladstone—a fact noted in England on a visit a few years ago. He numbered among his early friends and acquaintances, Webster, Everett, Choate, Dickens, and Thackeray.

### A Struggle for Progress.

Little Rock, Ark.—The friends of efficient education in the state of Arkansas have opened a battle royal for state-normal schools. The State Teachers' Association, at its last meeting, voiced the demand of the educational forces in a resolution recommending that some system of normal instruction be established and maintained by the state. Arkansas has about 463,000 school children, and pays her teachers about a million and a quarter of dollars annually. It is claimed that until the recent county normal school was organized, fully sixty per cent. of the teachers were incompetent properly to perform their duties. These teachers, it is said, secured their positions either thru favoritism or offering to teach at a low salary. To remove this condition of affairs, the teachers must be trained in proper normal schools, supported by the state. The outcome of this contention remains to be seen; but the educational forces are determined to secure competent teachers, and the establishment of state-normal schools seems to be the most practicable plan.

## New York City.

## Manhattan and the Bronx.

It is rumored in board of education circles that former commissioners, Thaddeus, Moriarty, and George Livingston, and former trustee, Morris E. Sterne, have been appointed by Mayor Van Wyck to fill the vacancies in the board caused by the death of Robert Maclay and the resignations of Commissioners Hurlburt and Prentiss. These men have had considerable experience in the work, tho being active business men.

## The Board Meeting.

The first important business of the last borough board meeting was the provision made for kindergartens. A report of the committee on buildings was adopted. Four stores uptown are to be hired, also a two-story building, and a room and a yard downtown for kindergarten use. These buildings are in the immediate neighborhood of crowded schools, and will do much to relieve the congestion in their districts. The board also accepted the offer made by the Hebrew Female Technical school, 267 Henry street, of its large assembly-room, without rental, for kindergartens.

The committee on by-laws moved to close the schools June 30, instead of July 3, as heretofore. The motion prevailed. It was also voted to limit the closing exercises to the last five days. The committee stated that in some cases the exercises had been held three weeks before the close of school, with the result that almost no work was done afterward.

The rule adopted for half-day classes seems to exact regular work from substitute teachers at substitute pay. The classes are to be from nine to twelve in the morning and from one to four in the afternoon. The resolution adopted reads:

"That for each regular teacher engaged in the instruction of half-day pupils there be allowed a substitute teacher to give instruction to the half-day pupils attending during the other session, the regular and substitute to remain in the school each day the same number of hours as are required from regular class teachers, and the time not employed in teaching the half-day pupils to be used in substituting for absentee teachers or in such other school work as may be assigned by the principal."

Miss Pearson, for many years the successful principal of an evening school, whose splendid work was described in *The School Journal* some time ago, has not been re-appointed. The charge was made that she exacted too much from her teachers. The borough board of superintendents, therefore, in spite of a letter from Miss Pearson's teachers that the charges were untrue, passed her over, and nominated Miss Rufina A. Cregin in her place. The board's committee on teachers investigated and reported that the charges against Miss Pearson were trivial and unsubstantial. Miss Cregin was acknowledged to be an able teacher, and the committee refused to make any recommendation in the matter. It was stated that the business of the board was not to interfere with that of the borough superintendents, and so the nomination of Miss Cregin was confirmed.

A communication was read to the board from Robert J. Thompson, of the Lafayette memorial committee, asking that at least the last hour of October 19 be set apart for exercises in the schools in commemoration of the services of Lafayette to this country. The committee did not ask for contributions. After some discussion, the request for an hour on October 19 was granted.

Jacob W. Mack nominated Richard H. Adams, chairman of the committee on buildings, to fill the vacancy in the central board caused by the resignation of Mr. Prentiss. Mr. Adams was unanimously elected. He has given his entire time for four years to the work of the board, and as his experience has well fitted him for the work, he will probably be made chairman of the central building committee.

## Elevators for Schools.

Dr. Michael B. Feeney, chief sanitary inspector of schools, has written to the "Medical Record," protesting against stair-climbing for children. He thinks that the buildings should be provided with elevators, or should have fewer stories and spread over more area. He says:

"A matter which has been most forcibly brought to my attention, on account of chronic heart trouble of one of my own little ones, is the unusual height to which the public schools of this city are being built. In one particular case a little one was utterly unable to climb the five flights of stairs required to reach her class-room. After several days' attendance, at the beginning of the school session, her trouble became so marked as to require her remaining away."

"In another case, dating back a few years, the daughter of a colleague had recently recovered from scarlatinal rheumatism, followed by marked heart lesion; after she had made several efforts at regular attendance during a period of six months, it was found absolutely necessary to withdraw this child from the public school and have her education continued in a school-house which did not require such high stair climbing."

## The Schoolmasters' Association.

At the meeting of the Schoolmasters' Association of New York and vicinity last Saturday, Pres. William McAndrew gave his inaugural address. His subject was "Some Besetting Virtues of Schoolmasters." The essence and root of schoolkeeping, he claimed, is love. "Love," he said, "was the originating force that brought teaching into existence, and it remains the inspiring force that makes teaching live. Think for a moment of the finest teacher you have ever known. Was he a brilliant scholar, a great reader of psychology? May be; more likely not. I think his greatness as a teacher did not lie in his scholarship, nor in his method, nor in his executive ability, nor in his discipline; but he seemed to care for you, and you liked to do what he directed. All the great teachers have been men of large heart, rather than of big head or of strong will. The great modern revolution in education was not an intellectual, but an emotional reform."

"The school world where this spirit of love obtains is known by the healthfulness of its atmosphere; cheerfulness seems to have taken rooms there; laughter is no unwelcome guest. The old schoolmaster, with his forbidding face, his scowling eye, trailing his dignity along the floor and daring any child to step on it, has gone."

Speaking of the preparation for citizenship, he said: "Whatever was the function of the schoolmaster before, his countrymen and his own intelligence leave him no doubt, that since the Declaration of Independence the great burden of fitting all the children for the duties of self-government falls upon the school. He is bound by two obligations—to conceive in all distinctness and broadness what the ideal citizen is, and to make all the operations of schoolkeeping tend toward realizing that ideal."

Of system, he said: "The schoolmaster of to-day regards system only as a means to focus and conserve the teaching instinct, which is love. Beyond an alphabetical file and a card catalog in which to keep vaccination certificates, the machinery is all gone. The office-abiding principal has passed away to the administrative building of the many mansions, and is now helping supervise the solar system, while his successor is flitting about from class-room to class-room, bearing healing on his wings, inspiring, gladdening, assisting. He is beset; that is, bedecked, as it were, with this jewel-simplicity of system."

## Brooklyn.

The vital question among the Brooklyn teachers just now is, "Shall we get the promised salary raise?" The situation is this: \$323,000 was appropriated some time ago for the raising of Brooklyn salaries. This apportionment was not confirmed by the central board because of irregularities in the reports upon which it was made. Section 1065 of the charter provides for an apportionment of the general school fund among the borough boards, based on the number of teachers and average number of days of pupils' attendance.

The board of estimate on July 1, 1898, constituted the general school fund of the board of education. Pres. Hubbell then wrote the corporation counsel, asking if it were incumbent upon the board to take any further action in the matter. The corporation counsel replied that it was, and that the board must follow out the provisions of section 1065. Mr. Swanson, president of the Brooklyn borough board, moved in the central board meeting that this be done. He was supported by all the Brooklyn members. A substitute was offered, rejecting the opinion of the corporation counsel, and holding that the board should take no further action. This was carried. Thus Brooklyn seemed to have lost her \$323,000, and Manhattan gained it. But Brooklyn was not satisfied. Her members decided to carry the case to the courts, and notified the Manhattan members that if the case were decided in Brooklyn's favor, the members voting against the corporation counsel's opinion would be held individually responsible for the \$323,000. This resulted in the appointment of a committee of two Manhattan members, to carry the case to the courts. This will be done in a few days, when the question will be settled.

## Borough Board Meeting.

An amendment was offered to the by-laws of the last board meeting, providing for the extension of the noon intermission from an hour to an hour and a quarter. This will be voted on at the next meeting.

The committee appointed to consider the appropriation of \$20,000 for free lectures reported unfavorably. After considerable debate, the report was adopted.

The committee on buildings reported that there was immediate need of twelve new buildings and additions to five old ones. This would cost \$1,800,000. Fifteen more new buildings and additions to thirteen others were also desired, but not needed so much as the others. The total amount required for this work is \$3,720,000. Unless at least half of it is appropriated, the conditions next fall will be hardly any better than at present. But there seems to be little prospect of obtaining any money for new buildings.

## The School of Pedagogy.

The school of pedagogy of the Brooklyn institute opened

last week, with an enrollment of about 500 students. These are chiefly teachers from the five boroughs, Queens and Richmond being better represented than was expected. The two courses best attended are those in the elements of pedagogy, given by Dr. Edward R. Shaw, dean of the New York university school of pedagogy, and in analytical psychology, given by Prof. Edward F. Buchner, of the same school. In these courses, the pupils have been divided into sections, meeting on different days of the week.

### Queens

Up to the first of September there were 22,948 pupils on the roll. This is an enrollment of about 4,000 more than last year. There are 167 half-day classes in the borough, and 3,125 pupils inadequately provided for. With those in the streets, Borough Supt. Stevens says that there are 5,000 in part-time classes, or out of school entirely. Two annexes will probably be leased, a three-story frame building at Steinway and Vandewater avenues, and Grace Methodist Episcopal church. It is estimated that at the end of the year there will be a balance of \$30,000 in the fund for salaries of special teachers and supervisors. This will have to be transferred to accounts where there is a shortage.

### Notes from Across the Hudson.

Jersey City is doing what she can do to accommodate her rapidly-increasing school population. Seven new buildings have just been erected, containing seventy-five class-rooms and three large assembly-rooms, furnishing sittings for over three thousand pupils. All of these are for primary grades, save that known as new No. 1, which was built to replace old No. 1, opened Feb. 7, 1848. The formal opening of this beautiful new structure took place Monday evening, Oct. 3, in its assembly-room. Addresses were delivered by Mayor Hoos, former Mayor Wanzer, Rev. John L. Scudder, Ex-Assemblyman Wm. E. Drake, Senator Daly, Supt. Snyder, and others.

The cost of the building was \$135,000, and it was described by the mayor as being unequalled in any city in the state, and unexcelled by any modern school building in the United States.

The veteran and honored principal, Mr. George H. Linsley, occupied a seat on the platform and made an address, while in the audience sat Mrs. Eliza J. Eveland, now primary principal of school No. 2, the only surviving member of Mr. Linsley's twelve assistants at the opening fifty years ago, who is still in the profession.

The board of education have decided to do away with the drawing books hitherto in use, and substituting therefor paper or blank books. The measure seems to be unpopular with the teachers and principals.

A meeting of several committees, appointed by the various teachers' organizations of Hudson and Essex counties, will meet in the city hall, Saturday, Oct. 15, for the purpose of taking into consideration the advisability of having a mammoth teachers' excursion, next June, similar to those held by the Brooklyn teachers. The meeting will be held at 10 o'clock.

### Philadelphia School News.

The board of education asks for \$6,372,239.35 as its budget for the year 1898-99. Of this sum, \$2,641,500 is for permanent improvements in the shape of new and larger school-houses. The budget is nearly twice that of last year. This is caused by the large sum for building purposes. Last year \$3,301,500 was asked for this work, but councils granted only \$151,000. This year, every effort will be made to obtain the amount asked, or a large part of it. The item for teachers' salaries is \$2,485,325. The sum of \$25,000 is asked for the enforcement of the compulsory education law, and \$10,000 for the teachers' pension fund.

### Vigorous Protests.

The fact that 8,000 children are getting only a few hours' education every week is the cause of indignation and protest from prominent men and women of the city. Dr. Clara Marshall, a sanitary inspector of schools, says that a mass meeting of the people should be held to protest against this condition. Councils are blamed for the situation, for the city has plenty of money. The prospect of 8,000 children out of school this winter is not pleasing to the parents.

### The Sectional System at Fault.

It is claimed by some that the sectional ward system is to blame for the overcrowding. No child can register in any public school but those in its own ward. The congested wards are always lacking in adequate accommodations, while the small wards down town have a number of rooms with neither pupils nor teachers.

### Graded Night Schools.

The graded night schools, it is expected, will be opened about the middle of January. The course is now being pre-

pared, and will correspond as nearly as possible with that of the day schools. The graded night schools are an experiment in Philadelphia, and the outcome of their trial is awaited with interest.

### The Piano Collection.

The A. S. Jenks school matter, which was noted in *The Journal* last week, appears to have considerable foundation. It was stated that rumor had it that the teachers of the school had been asked to raise \$50 each for pianos. It appears that no specified amount was asked, but that \$50 did not seem to the authorities an improbable sum to raise. Cards were printed, to be given to the children on their request, if they desired to sell the pieces in the card for five cents each. The object of the donation was stated on the cards. In this way, the money was to be raised before Oct. 20, the date of the school's dedication. The authorities are investigating the matter, inasmuch as the board has a by-law against any collection of money from pupils, by tickets or otherwise.

### A Bequest to the University.

The late Col. Joseph M. Bennett, the millionaire merchant and philanthropist, left a clause in his will, bequeathing property valued at \$400,000 to the University of Pennsylvania, to be devoted to the higher education of women.

### Interesting Notes from Everywhere.

Providence, R. I.—The abolition of the evening schools, and the discharge of the supervisors of penmanship, drawing, cooking, sewing, and physical culture reduces the school expenses by \$82,000. This was made necessary by the refusal of the city council to provide the sum called for by the school board.

The United States bureau of education has reprinted an edition of Dr. E. E. White's pamphlet (pp. 64) on "Promotions and Examinations in Graded Schools." The first edition was issued in 1891, and was exhausted some two years since. The circular will be sent, free, on application to the United States Commissioner of Education, Washington, D. C.

Dr. Louis L. Seaman, surgeon-major of the First regiment of volunteer engineers in Porto Rico, and president of the Cornell University Club of New York city, gave a dinner Sept. 25 to the Cornell men in and around Ponce. There were seventeen present, fourteen of whom were engineers, two natives of Ponce, and a New York man. Some of the soldiers came from Coamo, twenty-two miles away.

Washington, D. C.—The sum of \$12,000 has been appropriated for the establishment and maintenance of public kindergartens during the present school year. There are to be seven kindergartens for white children and seven for colored. The teachers appointed for these positions were trained by Mrs. Louise Pollock and Miss Susan Pollock.

Supt. W. J. Shearer, of Elizabeth, N. J., was elected superintendent of the county schools by the state board of education Oct. 4. The duties of the office will not interfere with Prof.

Mr. William E. D. Scott, of Princeton, New Jersey, is one of our best authorities on bird life. After careful studies covering more than three years spent in the woods among the birds, he has published an extensive work on birds, beautifully illustrated with photographs in color, which he took with his own camera. Mr. Scott has lectured in various sections of the country on birds, and he will continue his work along this line this winter.

New Rochelle, N. Y. The Educational Association has re-elected A. H. Elliott as president. The university-extension lectures, which are now being given under the auspices of the association, have been so successful that a new course probably will be started soon after the present one is finished. A series of public debates on questions of interest of townspeople is contemplated during the winter.

Boston, Mass.—The Somerville Schoolmasters' Club celebrated, Sept. 30, the twenty-fifth anniversary of Gordon A. Southworth as superintendent of Somerville schools. A banquet was held at Youngs' hotel, Prin. G. L. Baxter, of the Latin school, presiding. Poems were read by Sam Walter Foss and Frank M. Hawes.

Columbia, Pa.—Supt. S. H. Hoffman died Sept. 25, and the funeral was held the following Wednesday. Much sorrow is expressed by the teachers, pupils, and parents, as Supt. Hoffman was very popular. The state department of public instruction was represented at the funeral.

Springfield, Mass.—Last year's course in music will be largely followed this year, with some additions of importance. A chorus composed of pupils from each class of the high school

will meet once a week. The supervisor of music, Miss Grandy, hopes to form glee clubs and quartets of both boys and girls. Now that the new school is opened, with a large assembly hall, the morning singing will add to the enthusiasm of the singing classes. Miss Mary L. Regal gives a special course in musical interpretation, its object being to familiarize pupils with the masterpieces and their authors. This has always been a popular course. Banjo and mandolin clubs probably soon will be organized.

Shelbyville, Ind.—Esther Jackson, ten years old, was stoned by a crowd of boys while returning from school last Monday. She died from her injuries.

#### Vermont State Teachers' Association.

Montpelier, Vt.—The attendance at the forty-ninth annual meeting of the Vermont State Teachers' Association, Sept. 29 and 30 and Oct. 1, was fully 500, the largest in its history. The principal address of the opening session was made by Pres. William DeWitt Hyde, of Bowdoin college. He spoke on "The Cardinal Principles of Moral Education," and made a strong plea for the continued teaching of morals in the school-room. He said: "I am not here to ask you to crowd a new study into your already crowded course; I simply plead for an element which enters into all the studies and all the time of the school. Morals are our ways and habits of living, and wherever there is life there is morality. Moral education is training in right habits of work and life. Learning to do right is like shooting at a mark. There is only one bull's eye, and only one adjustment of the eye and hand and muscle that will hit it. It is the duty of the teacher to train the children to see the moral mark, and by missing and trying again, to develop the skill to hit it every time. The four cardinal principles which underlie all precepts and practices are interest in themselves, regard for others, loyalty to institutions, and reverence toward God. The child's interest in himself is his fundamental moral endowment. The kindergarten develops this interest. Manual training teaches the child to bring many acts into subjection to a single purpose. Reading must have an object. Spelling becomes a moral exercise when combined with writing, and is essential to the expression of one's ideas. Nature study also quickens the child's interest in himself.

"Regard for others is the starting point of discipline. The child must have respect for authority and for the right and privileges of others. To develop loyalty to institutions, the teacher must work thru the home. The teacher should know the hopes the parents cherish for the child; the influence they wish to bear on him; their plans for his future. Thus a hold will be had on the child in his home and in his school, and the morality thus taught can be broadened into loyalty to the state. To instil and keep alive the spirit of reverence is a high duty of the teacher. It is the strongest power to keep boys and girls from evil ways."

R. C. Metcalf, supervisor of Boston schools, spoke next morning on "Oral Language Work." He said: "Language teaching is the training in school which gives the pupils the ability to use English. Teach them to talk well and write well. You can't teach English unless you give the pupil an opportunity to use English. If you ask a pupil in geography to describe, for instance, the drainage of the state, do not ask him about one single thing, but let him tell all he knows about it, and let the next one do the same. Compel a well-worded answer. There are some mechanics in reading. I like to see a boy stand well and hold his book well. He must be trained to speak well."

Craven Laycock, instructor in elocution in Dartmouth college, spoke on "Elocutionary Work in the Schools." He said: "Get your scholars to open their mouths and speak out. Be careful to open the mouth to utter the words distinctly, and be careful of final consonants. Why cannot we have good reading in our public schools? Because we do not make the children understand that speaking is only reading raised a point. Teach them there is such a thing in the body as a diaphragm."

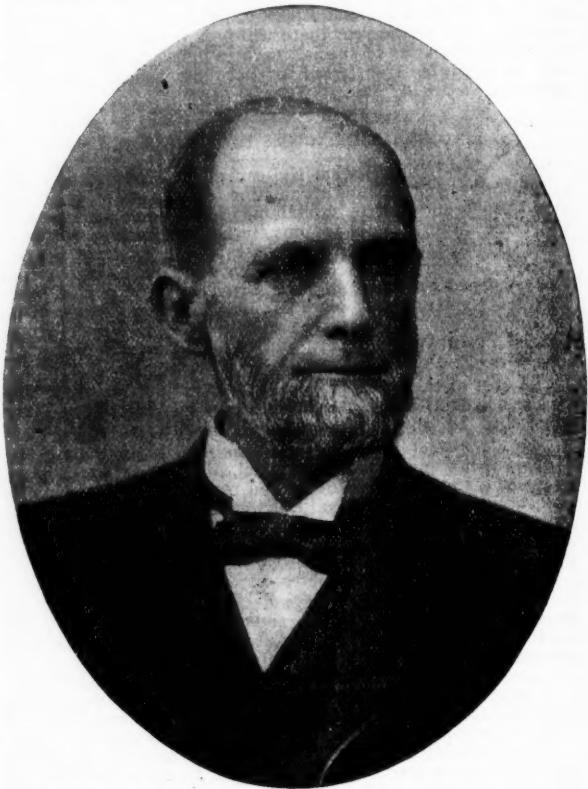
Supt. S. J. Dutton, of Brookline, Mass., spoke on "The Forces of Education and Their Relation to Each Other." He said: "One force is civil government in towns and cities. Another, not often thought of as an educational force, is commerce. Industry is another. Public newspapers are one of the greatest. Art is another. More familiar are literature, libraries, books, and magazines. The church is one of the most potent, and church and school are working for the same ends. The home is a great educational force, which does not live up to its opportunities. Our duty to the home is to send the children home with something which will add to the home. Everything which will touch the domestic side should be done. The school must continually raise the standard of literature, or what can the libraries do? The same may be said of art, commerce, and the others."

The following were elected officers for the ensuing year: President, State Supt. M. S. Stone, of Montpelier; vice-president, Mr. Crawford, of Bellows Falls; secretary, Mr. Samuel Erskine, of Rutland; treasurer, N. J. Whitehill, of Montpelier. The next meeting will be held at Brattleboro.

#### Schools of Harrisburg, Pa.

Harrisburg is a progressive city, with a progressive school board, of which it may well be proud. The limits of the city were extended in the summer of 1896, taking in a thickly-settled portion of the township at the north, and also the site of what was the famous Camp Curtin in the days of the Rebellion. This brought into the city about 300 additional pupils, representing all the grades below the high school. These the board of education has temporarily accommodated, and permanent arrangements will soon be made.

Within the past year, four new and commodious school buildings have been erected. These are fitted with modern conveniences, and built after the most approved designs. They are the Downey building, enlarged and remodeled; the John C. Forney building, costing over \$42,000; the Simon Cameron building, costing over \$52,000; and the Wickersham building, costing over \$34,000, and named in honor of Pennsylvania's



Lemuel O. Foose, Superintendent of Schools, Harrisburg.

first superintendent of public instruction, and one of her most distinguished educators and patriots. By the erection of these four buildings, thirty-six additional school-rooms have been added to the system. Hitherto, the schools have been over-crowded in many parts of the city; but re-arrangement of pupils has placed them so that, for some years to come, teachers will be able to do effective work with the school facilities already at their command. This has not been accomplished without great expense and increased taxation; but the results obtained are such as justify the additional outlay. Smaller schools mean better work, purer air, better health, more studious habits, better discipline, and altogether more satisfactory results.

The Cameron building is one of the handsomest structures in the city. It has a buff brick exterior, with brownstone trimmings. The building has twelve rooms, wide corridors and passageways, and wide, well-lighted stairways. The school-rooms are furnished with wash-basins and improved drinking fountains, and electric call bells. The grounds are spacious, and there are play-rooms in the cellar. The heating is by a system of indirect steam heat, and the ventilation, by a propelling fan.

The building was named in honor of Pennsylvania's illustrious son, Simon Cameron. It was dedicated on Washington's birthday, 1897, and the address of the occasion was given by Dr. Nathan C. Schaeffer, superintendent of public instruction.

The system of city teachers' institutes was inaugurated in 1896, and was so successful that the teachers asked that the arrangement be continued from year to year.

The instruction in music has been attended with excellent success. The pupils of the schools have taken a marked interest in this branch, and have demonstrated their ability on many special occasions. An entertainment was given in the high school, the proceeds of which canceled the debt on the school piano.

## The First Thanksgiving Day.

By Carrie VanGilder.

I.

School recite in concert part or all of Mrs. Hemans' "The Landing of the Pilgrims."

The breaking waves dashed high  
On a stern and rock-bound coast,  
And the woods, against a stormy sky,  
Their giant branches tossed;  
And the heavy night hung dark  
The hills and waters o'er,  
When a band of exiles moor'd their bark  
On the wild New England shore.  
Not as the conqueror comes,  
They, the true-hearted, came;  
Not with the roll of stirring drums,  
And the trumpet that sings of fame;  
Not as the flying come,  
In silence and in fear,—  
They shook the depths of the desert's gloom  
With their hymns of lofty cheer.  
Amid the storm they sang,  
And the stars heard and the sea!  
And the sounding aisles of the dim woods rang  
To the anthem of the free!  
The ocean eagle soar'd  
From his nest by the white wave's foam,  
And the rocking pines of the forest roar'd;—  
This was their welcome home!  
There were men with hoary hair  
Amid that pilgrim band;—  
Why had they come to wither there  
Away from their childhood's land?  
There was woman's fearless eye,  
Lit by her deep love's truth;  
There was manhood's brow, serenely high,  
And the fiery heart of youth.  
What sought they thus afar?  
Bright jewels of the mine?  
The wealth of seas, the spoils of war?—  
They sought a faith's pure shrine.  
Aye, call it holy ground,  
The soil where first they trod!  
They have left unstain'd what there they found,  
Freedom to worship God!

II.

## FIRST THANKSGIVING PROCLAMATION.

(Enter several boys in Puritan dress, broad-brimmed, high-curved hats, wigs, knee-pants, low shoes with buckles and great-coats; among them Elder Brewster in clerical attire and Captain Standish with his sword. Several girls dressed as Puritan wives and maidens, dark-plain dresses, white kerchief, and white caps. All seat themselves. Enter Gov. Bradford, who presides, seated in great arm chair.)

Gov. Bradford.—"God be praised! Let us appoint a day of solemn service of thanks to God who hath poured out upon us, His chosen people, such rich blessings."

All.—"A Thanksgiving day! A Thanksgiving day!"

Gov. B.—"It seemeth right! God has granted us peace and plenty; He hath blessed us with a dwelling place of peace; He hath held back the savage red man from bringing them to us.

"Therefore, let us appoint a day of Thanksgiving, and to our feast let us bid the Great Sachem come with his braves, that they may know that we worship their Great Spirit—the God who makes the harvest grow.

"So shoulder your muskets, good hunters; and fishermen, get ready your lines; and you, too, sweet maidens, and gentle housewives, do your part in the great feast making. We men will bring you the fish and the fowl and the wealth of the rich, broad fields. Your part shall be to prepare it. Load down the tables and let us feast and make merry, as becomes a people so favored as we."

Curtain.

III.

## PANTOMIME, HOW THE CHILDREN HELPED PREPARE THE FEAST

Enter several children in Puritan dress, at least one boy

(Love Brewster) among them. They carry pumpkins sliced in rings, pails of pop-corn and nuts, and baskets of grapes and plums. Exit on opposite side.

Curtain.

IV.

## PANTOMIME, GOING TO CHURCH ON FIRST THANKSGIVING DAY.

Drum beaten slowly, on outside, calling to church. Enter and march across platform, the Plymouth congregation carrying Bibles, and men carrying muskets. Elder Brewster and Gov. Bradford in advance, men, women, and children followed; Captain Miles Standish, with sword, in the rear.

Curtain.

V.

## PANTOMIME, GUESTS COMING TO THE FEAST.

Enter Great Sachem, Massasoit, and a number of his braves. Cross platform on way to feast.

Curtain.

VI.

## PANTOMIME, THE FEAST.

Long table containing Thanksgiving feast. Puritans and Indians seated or standing around it.

Curtain.

VII.

## EXERCISE, FIRST YEAR OF PURITAN LIFE.

Reviewed by Members of the Colony on the First Thanksgiving Day.

Enter Gov. Bradford.

Gov. B.—We are truly thankful for such a bountiful harvest. Last year when we landed after our long voyage, we had very little to live upon. I was not governor then. We had chosen John Carver governor before we came in sight of land. But during the long, cold winter he died, and before spring half our little band of one hundred and five persons had perished, and our hearts were very sad. We feared the Indians would discover how few of us were left if they saw the graves of our loved ones, so we plowed our little cemetery and sowed wheat there. When we think of the hardships of last year we are doubly thankful that we have such stores to keep us comfortable for the coming winter. (Exit.)

Enter Elder Brewster.—I came over to minister to my people in this strange land. We had a long voyage across the ocean, and when we came to this country, we found it very cold. We had never known so much snow and severe cold weather in our homes across the water.

Yet, we would rather endure the hardships of the climate here than be oppressed by King James at home, who would not allow us to worship God in our own way.

I preach to my people in the little meeting-house we have built. My sermons are three hours long. An hour glass stands on my desk, and the tithing man turns it over every time the sand runs down, which takes one hour. So when the sand has run down three times, I know it is time for my sermon to close. To-day I preached a sermon of thanksgiving for the blessing of a bountiful harvest, God has blessed so richly in our new home. (Exit.)

Enter Captain Miles Standish.—I am captain of our little army. We knew the country was peopled with savages, so we came prepared to defend ourselves against them. The walls of my house are lined with weapons of war, all of which I keep clean and burnished. This is my trusty Damascus sword, which saved my life in the battle of Flanders.

I have twelve good warriors well equipped, and we have an howitzer planted upon our meeting-house. As yet the Indians have been friendly, and we have had no fighting to do; but they are not to be trusted.

We have been busy hunting, building, planting, harvesting, and taking care of our sick. I am not wanting trouble, but I love the life of a warrior, and if the Indians try to harm us, I am ready to march against them, at a moment's warning. (Exit.)

Enter Priscilla (fairest of Puritan maidens).—I came over with my people in the Mayflower. I was very happy on the voyage, for then my mother, father, and brothers were with me, and we hoped to have a happy home in the new land; but during the long, cruel winter they all died, and I was left alone, with not a relative to care for me.

Our good Governor and Mrs. Bradford have given me a

home with them, and I try to be happy; but the year has been a sad one to me.

Captain Miles Standish sent John Alden to ask me to be his wife; but what girl would care a fig for a lover who sent some one else to do his wooing? I didn't. I knew John Alden loved me himself, so I said, "Why don't you speak for yourself, John?" He has done so, and very soon now I shall be Mrs. John Alden. (Exit.)

Enter Love Brewster.—I am the son of Elder Brewster. There are very few children here to play, and they are mostly girls. I will tell you some of the things we do. We have no school-houses, so we have school around in the houses where we children live, and our mothers are the teachers. We get our lessons and say them while the teacher goes on with her spinning. We write and do our sums in the sand on the floor. If we are good, our teacher pins a gay ribbon on us before we go home; but the naughty child gets a black ribbon.

We go to church, and all sit together during the long sermon, and we must not get into mischief there, either, for the tithing man comes around with his pole, with a knob on the end, and bump, bump, bump it goes on the head of the child who is in mischief.

We have had a grand feast to-day, and we children have had a fine time. It has been the happiest day we have seen in America, and, I say, Thanksgiving day is fine! (Exit.)

Enter all Puritans, and recite following stanzas in concert:

'Twas a long, long, weary voyage,  
Over seas wild and unknown,  
Yet we ventured in the Mayflower,  
Searching liberty and home.

When we reached this coast, so barren,  
'Twas in bleak, cold winter time,  
And our homes we made in Plymouth,  
Tho' we'd sailed for summer clime.

Trees we felled and houses we built,  
And our little town we planned;  
But ere spring came, death had taken  
Fully half our little band.

With sad hearts, our fields we planted,  
And with summer, plenty came;  
For the ocean, stream, and forest  
Yielded fish and fruit and game.

Now, on this day of Thanksgiving  
To our God we offer praise;  
For His blessings, which ne'er fail us,  
In this home we seek to raise.

He is infinite in mercy,  
And His justice doth abide;  
And to Him our thanks we offer;  
He to us is God and guide.

After above stanzas are repeated, let all repeat twenty-third Psalm, led by Elder Brewster, and then join in singing first stanza of "Praise to the God of Harvest," after the style of early Puritans, when hymn-books were scarce. Elder Brewster reads first line, and people sing it; then reads second line, etc. Sing to any familiar hymn tune to which words may be adapted.

The God of harvest praise;  
In loud thanksgiving raise  
Hand, heart, and voice;  
The valleys smile and sing,  
Forests and mountains ring,  
The plains their tribute bring,  
The streams rejoice.

If you are not feeling well, why don't you take Hood's Sarsaparilla? It will purify and enrich your blood and do you wonderful good.

#### THE SCHOOL JOURNAL

Established 1870, published weekly at \$2.50 per year, is a journal of education for school boards, superintendents, principals, and all teachers who desire to have a complete account of all the great movements in education. We publish THE TEACHERS' INSTITUTE, monthly, \$1 per year; THE PRIMARY SCHOOL, monthly, \$1 per year; EDUCATIONAL FOUNDATIONS, monthly, \$1 per year, and OUR TIMES (Current Events), semi-monthly, 50 cents per year.

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#### Books.

Miltonic criticism has advanced with rapid strides of late years. The present has advanced beyond Lamartine's characterization of the "Paradise Lost" as the "dream of a Puritan fallen asleep over the first pages of the Bible." All students of literature will be interested in Prof. John A. Himes' scientific treatment of Milton's inspiration and purpose in the recent edition of the poem. Prof. Himes, in a general survey of the work, reviews its plan, scene of action, characters, and style. In thirty-three pages of concise matter, these points are discussed in a strong and luminous way. The notes, which are a continuation and exemplification of Prof. Himes' scientific analysis, occupy 225 pages, and are fully explanatory of the text. The book will prove a valuable aid in the study of Milton and the understanding of his great epic. (Harper & Bros., New York.)

What may be called a uniformly strong treatment of the history of our country appears in Morris' "History of the United States." It is in every sense a modern book, in its treatment of the subject, as well as in its mechanical execution. The expression is so simplified as to meet the requirements of the average pupil; the statements are clear cut and accurate, tho' not at all dogmatic; and the book is free from all traces of partisan prejudice. In writing the history of the wars, the author has omitted the details, and confined himself to the history-making events. The social and economical elements of the country's progress have been given more space than is usual in histories of the United States. This is a feature which will meet the growing demand for knowledge about the affairs of men and the causes of progress. Part XI. is devoted to the stages of progress in the United States, thus bringing into compact form the political and industrial history of our country. Numerous foot-notes give biographical and anecdotal sketches of interest, and the illustrations and maps are a prominent feature of the book. (J. B. Lippincott Co., Philadelphia. \$1.00.)

In order to furnish proper food for the imagination of the young, Grace Adele Pierce has told a series of mythological tales, in a simple and interesting way, which she has embodied in a volume called "Child Study of the Classics." She has divided these stories into flower, star, sea, and miscellaneous tales. (New England Publishing Co., Boston and Chicago.)

#### THE CHAUTAUQUA REQUIRED READING FOR 1898-1899.

To condense the history of England from 55 B. C. to the present time into one book of 310 pages, considerably cut up by marginal notes and illustrations is something of a task. This is what has been done in James Richard Joy's "Twenty Centuries of English History," in the required reading of the Chautauqua course for 1898-99. The book gives only an outline; it is only fair to say, however, that it has been made interesting thruout. It is written, not for scholars, but for the general reader, and its object is to give information in a popular way, and to stimulate a desire for more. The book is well bound, and well printed in large type, and the illustrations are excellent, all but a very few being half-tones.

"Europe in the Nineteenth Century," by Prof. Henry Pratt Judson, LL.D., of the University of Chicago, has for its frontispiece a splendid picture of Mr. Gladstone, the most conspicuous figure in Britain's progress during the century. The book deals largely with the political life of the century, starting with the French revolution. Prof. Judson says that the political life of Europe in the last hundred years has been controlled by two formative ideas—democracy and nationality. The people have thrown off, gradually in most cases, suddenly in some, the yoke of oligarchy. Along with this change has come a firmer national unity and increased responsibility by the people. Material progress is another feature of large importance in the development of social and economic life. These movements are traced by Prof. Judson with clearness and precision.

"From Chaucer to Tennyson," by Prof. Henry A. Beers, of Yale university, is a popular review of the leading characteristics of the periods of English literature and the styles and lives of the authors. The work is varied by anecdote and quotation, and makes excellent reading. Appended to the historical and critical account are selections in prose and verse from thirty of the authors.

A most interesting character and social sketch is the "Men and Manners of the Eighteenth Century," by Susan Hale. It is avowedly taken from study of the novels of the time, the "Spectator," the poets, and the old anthologies. The book is written in a conversational vein, with generous quotations. The charm of the age and the characters is heightened by the author's good arrangement, which gives a treatment of her men and women that is photographic.

"Walks and Talks in the Geological Field," by the late Dr. Alexander Winchell, has been revised and edited for Chautauqua readers by Frederick Starr, of the University of Chicago. The book is a standard work, and needs little comment. Marginal and foot-notes have been added, and the illustrations are from the director of the United States Geological survey. (Flood & Vincent, Meadville, Pa.)



**THE  
SCHOOL JOURNAL**  
NEW YORK AND CHICAGO.

[Entered at the N. Y. P. O. as second-class matter.]

Published Weekly by  
**E. L. KELLOGG & COMPANY,**  
The Educational Building,  
61 E. NINTH STREET, NEW YORK.  
267-269 WABASH AVE., CHICAGO.

THE SCHOOL JOURNAL, established in 1870, was the first weekly educational paper published in the United States. During the year it published twelve school board numbers, fully illustrated, of from forty-four to sixty pages each, with cover, a summer number (eighty-eight pages) in June, a private school number in September, a Christmas number in November, and four traveling numbers in May and June. It has subscribers in every state and in nearly all foreign countries.

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**Interesting Notes.**

**The Land of the Slave Trade.**

Civilized people everywhere should rejoice at the triumph of the Anglo-Egyptian expedition over the barbarous hordes of slave traders who, under the name of religion, have cursed equatorial Africa. Eastern Sudan, the land thus redeemed, is bounded by the Red sea, Egypt, and the Libyan desert and is drained thru the Nile into the Mediterranean. Egypt alone has an area of 394,345 square miles, supporting a population of seven million.

At Khartoum the Nile is 1,240 feet above the sea. The forests have disappeared for many miles around the district and city, which is the center of the great caravan routes of the interior. As showing the magnitude of the territory, it may be said that the Blue Nile is longer than the distance from New York to Chicago. It is a region rich in minerals and grows all the fruits and grains peculiar to the tropics.

# Pears'

To keep the skin clean is to wash the excretions from it off; the skin takes care of itself inside, if not blocked outside.

To wash it often and clean, without doing any sort of violence to it, requires a most gentle soap, a soap with no free alkali in it.

Pears', the soap that clears but not excoriates.

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This was one reason for the invasion of the region.

Another reason was to put an end to the slave traffic. This corrupted all systems of government, tainted business with crime, and turned a fair and fruitful land into a greater Cuba with ten thousand Weylers at the head of organized gangs of merchant slave hunters who overran Africa trafficking in men, women, and children, and were utterly reckless of human life.

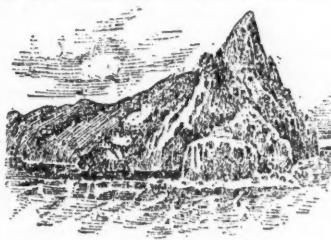
Next to the infamy of the slave trade the country was cursed by a system of plundering called taxation. It was legalized oppression and robbery. For sixty years the Sudan has been governed by Turks and Egyptians. Each year the taxes were more oppressive. Then came the Mahdi and his despilers, warring in the name of religion and committing all sorts of crimes in their wild lust for gold.

**To Explore the Arctic Region.**

The Fram, the vessel in which Nansen made his remarkable Arctic voyage, is booked for another trip to the icy north. The vessel this time will be under the command of Captain Sverdrup and there will be a corps of a dozen or more scientists on board. The object of the expedition is to circumnavigate and explore the Arctic regions to the north and east of Greenland; no attempt will be made to find the north pole.

**The Holy Land of the Greek Church.**

One of the most romantic spots in Europe is Mount Athos, a magnificent promontory that projects into the Aegean from a peninsula of Macedonia called Challice. Mount Athos proper is a beautiful peak of white marble, which soars up at the very end of the promontory to a height of nearly 7,000 feet. Running back from this is a range of lovely hills, often thickly wooded, and in some places four miles wide. For more than 1,000 years Mount Athos has been considered the



MOUNT ATHOS.

Holy Land of the great Russo-Greek church. It is impossible to express the veneration and affection with which millions of people regard this locality. It is in the power of the Turks. Twenty magnificent and wealthy convents are scattered over this lovely promontory, which is a mountain garden in the sea. Some of these establishments contain over 300 monks, and nearly as many servants. Their riches are mainly derived from splendid estates in Russia, Roumania, Bulgaria, and Servia.

**Native Tribes of the Philippines.**

Dean C. Worcester, of the University of Michigan, has been studying the primitive tribes of the Philippine islands.

The Negritos.—He finds that the most primitive of these are the Negritos. They are a race of blacks of almost dwarfish stature, with flattened noses, thick lips, and closely curling black hair. They are believed, and with reason, to be the true aborigines of the island, who, even at the time of the Spanish conquest, had begun to go to the wall in the fierce struggle with other tribes for existence.

They wander thru the forest, living mostly on what they can pick from the trees or dig from the ground, altho the men sometimes use bows and arrows to hunt game. Wherever night overtakes them, they take their sleep without troubling to build so much as a leaf shelter.

The Mangyans.—The most interesting of the Malay tribes are the Mangyans of

the interior of Mindoro. The men were clad in the usual clout, and in that alone.

**A Modern King-Maker.**

Lord Ashburnham is the English agent of Don Carlos, the pretender to the Spanish throne. This English noble has been styled the king maker of modern Europe. He has taken up the cause of all pretenders, of Princess Palaiologo, who claims the joint throne of Greece and Turkey; of Princess Marie, of Bavaria, who aspires to the throne of Naples; of the Princess Ludwig, of Bavaria, who thinks she is entitled to the throne of England; of Carola, Queen of Saxony, who would fill the throne of Sweden, and of Don Carlos, who believes he is by divine right entitled to the throne of Spain. He has founded a "White Rose League" in England, whose members do not recognize any of the five incumbents of the thrones mentioned. There is no doubt, he says, that Don Carlos is the rightful heir to the throne.

**The U. S. at the Peace Congress.**

The United States ambassador at St. Petersburg has been directed to notify the czar of Russia that the United States will send a representative to the proposed peace congress. The president expresses his sympathy with the czar's proposal for disarmament, and hopes that it will result in an agreement for universal peace.

**Retain this Tax by All Means.**

The war tax on beer is said to have driven two hundred and fifty-three Chicago saloon-keepers out of the business since the first of July. A city official declares that by the first of the new year four hundred more dealers will have closed their doors. This is more than could have been accomplished by thousands of temperance sermons.

## Worn Out?

Do you come to the close of the day thoroughly exhausted? Does this continue day after day, possibly week after week? Perhaps you are even too exhausted to sleep. Then something is wrong. All these things indicate that you are suffering from nervous exhaustion. Your nerves need feeding and your blood enriching.

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| LIABILITIES, - - -                               | \$218,278,243.07 |
| SURPLUS, - - -                                   | \$35,508,194.59  |
| PAID TO POLICY-HOLDERS SINCE ORGANIZATION, - - - | \$462,997,250.71 |
| INCOME IN 1897, - - -                            | \$54,162,608.23  |
| INCREASE OF INCOME IN 1897, - - -                | \$4,459,912.00   |
| INCREASE OF SURPLUS, - - -                       | \$5,774,679.89   |
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### Spanish-American War Pensions.

About three hundred and fifty claims for pensions, most of them for gunshot wounds and claims of dependent widows and mothers, have been filed on account of the Spanish-American war. Very few claims have been made for physical disability. As soon as the terms of furlough have expired, all of those who are to be mustered out will be assembled and get their discharges; then their claims for injuries received in the war will be heard. All those mustered out will be thoroughly examined, and the evidence thus obtained will be used as the basis of future pensions. By this means fraud will be prevented and the just claims of the deserving secured.

Reduced Rates to Philadelphia via Pennsylvania Railroad, Account Peace Jubilee.

For the grand Peace Jubilee at Philadelphia, October 26 and 27, the Pennsylvania Railroad Company will sell excursion tickets from all ticket stations on its line, to Philadelphia, at rate of *single fare for the round trip* (minimum rate, 25 cents). Tickets will be sold and good, going, October 24 to 27, and returning leaving Philadelphia to October 31, inclusive.

This jubilee will be one of the greatest events in the history of Philadelphia. The rededication of Independence Hall, recently restored; the unveiling of the Grant Equestrian Monument, Fairmount Park; a monster civic and industrial parade, and a grand military and naval pageant, led by General Miles and other distinguished heroes of the late war, will be prominent features. The President and his Cabinet are also expected to be present.

### Vomiting of Pregnancy.

Robt. B. McCall, M.D., Medical College of Ohio, Cincinnati, now residing at Hamersville, Ohio, writes: "My confidence in Antikamnia is so well established that I have only words of praise. Independently of other observers, I have proved to my satisfaction its certain value as a promoter of parturition whether typical, delayed or complicated, and its effectiveness in controlling the vomiting of pregnancy. I have just finished treatment of an obstinate case of vomiting in pregnancy. A week ago, the first dose of Antikamnia was given; nervous excitement, mental worry, and gastric intolerance rapidly yielded. The case was a typical one and the result is clearly attributable to the masterful influence of this preparation."

### The Hawaiian Islands.

The Chicago & North-Western Railway has issued a booklet with the above title, giving a brief description of these islands, their topography, climate, natural resources, railways, schools, population, etc. It contains a folding map and mentions the various steamship lines plying between the Pacific ports and the islands. Attention is also called to the unparalleled facilities offered by the North-Western Line, the Pioneer Line west and northwest of Chicago, for reaching San Francisco, Los Angeles, Portland and other western points. The booklet will be sent to any address upon receipt of four cents in stamps by H. A. Gross, 461 Broadway, N. Y.

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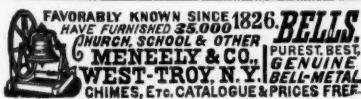
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